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ABSTRACT

A practicum addressed the problem of low self-esteem of at-risk students by developing and implementing a 12-week dropout prevention program for 19 eighth-grade students in urban, middle class school. The program used five basic strategies for raising self-esteem: affective skills training (using role playing, mapping, and brainstorming to help students learn to make decisions and solve problems), remediation of basic skills, implementation of an in-house mentor/protege program (in which each student had a "friend" on campus who offered support, encouragement, and understanding), and parent/teacher involvement. The program met affective and cognitive needs of students in a caring, supportive environment. Results indicated that students improved their basic skills in reading and demonstrated increased levels of positive self-concept. (Fifty-four references are attached. Extensive appendixes contain pre/posttest results, parent correspondence, program implementation information, instructional material, and evaluation forms.) (SR)

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IMPROVING SELF-ESTEEM OF AT-RISK STUDENTS

by

Joyce A. Joseph

A Practicum Report

submitted to the Faculty of the Center for the Advancement
of Nova University in partial fulfillment of the
requirements for the degree of Educational Specialist

The abstract of this report may be placed in a
National Database System for reference.

February 1992

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Abstract

Improving Self-Esteem of At-Risk Students.
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The Center for the Advancement of Education.
Descriptors: Academic Achievement/ Affective Education/ Basic Skills/ Bonding/ Community Involvement/ Cooperative Learning/ Curriculum Design/ Development of Program for Mentors/ Disinterested Students/ Dropout Prevention/ High Risk Adolescents/ Individual Needs/ Individualized Reading Instruction/ Intervention Strategies for At-Risk Students/ Mentors/ Middle School Students At-Risk/ Parent Involvement/ Potential Dropouts/ Program Evaluation/ Program Implementation for At-Risk Adolescents/ Self-Concept/ Self-Esteem/ Small Groups/ Teacher Involvement with At-Risk Students/

The problem of low self esteem of at-risk students was addressed by the development and implementation of a dropout prevention program for eighth grade students in an urban, middle class school. Three screening devices, namely, the Piers-Harris Children's Self-Concept Scale, the Gates MacGinitie Standardized Reading Test, and a Parent Survey were employed to discern students' level of self-concept and basic skills, and the level of parent involvement. This program contained five basic strategies for raising self-esteem: affective skills training, remediation of basic skills, implementation of mentor/protege program, and parent/teacher involvement. Solution strategies were based on implementing a program that would allow students to feel comfortable and secure. Students worked together in small learning teams. Role playing, mapping, and brainstorming were vital parts of affective education where students learned to make decisions and solve problems. An in-house mentoring program was established to provide each target student (protege) with a "friend" on campus. These friends offered support, encouragement, and understanding to their proteges. Finally, parents, teachers, and community teamed together in providing additional assistance to raise self-esteem of the target group. The results indicated that students within the target group improved their basic skills in reading and demonstrated increased levels of positive self-concept. The success of the program was due to creative utilization of resources that provided a program where affective and cognitive needs of students were met in a caring, supportive environment. Appendices include: program chart for students, mentors, team teachers, and parents; parent questionnaire; information for implementation of a mentoring program using in-house teachers and staff members; letters to parents; weekly plan sheet for students; program materials for individualized reading instruction; weekly assignment sheet for teachers; worksheets for critical thinking skills; adoption certificate for mentors; mid-course and final evaluation forms for students, mentors, and parents; and student and parent results for duration of the twelve-week program.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my work, presented here, will earn similar respect.

Joyce Ann Joseph

I would like to express gratitude to members of the faculty and staff wherein this project took place for their time and understanding; to the parents of the students for pledging their help; to the students for working so diligently; to members of the community for financial assistance; to my mentor for his leadership and flexibility; to my advisor for her guidance and support; and finally to my family for their love and patience.

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CHAPTER 1

Purpose

Background

During the middle grades, adolescents often are subjected to great stress regarding their feelings and beliefs as they pass from dependence on adults toward acquiring their own independence. In an effort to educate all students at this target facility a diversified curriculum is offered whereby all students are expected to achieve to their fullest potential.

This facility is one of nine middle schools and one alternative school which serves middle level students. Although the target facility was originally built in 1975, it has undergone total reconstruction due to a five-alarm fire on April 11, 1991. Housed in the new, state of the art facility are sixth, seventh, and eighth grade students. Special programs offered include facilities for emotionally handicapped, gifted, slow learners, language impaired, reading and math remediation, English for Speakers of other Languages (ESOL), and educational alternative classes. Expected enrollment for the 1991-1992 school year is 1457; 502 sixth graders, 486 seventh graders, 469 eighth graders. Racial structure is 77 percent White, 7 percent Black, 15 percent Hispanic, and 1 percent Other. The staff and faculty include four administrators, 71 classroom teachers, three guidance counselors, two media specialists, 10 non-instructional staff members, 9 custodial staff, a school liaison officer, bus drivers, and cafeteria staff.

The classrooms, or pods, are structured in teams of four academic classes: English, science, social studies, and math. Students leave their teams to attend special education classes, physical education, and/or exploratory classes. Exploratory classes vary depending on grade level. For instance, sixth graders are offered peer counseling, music, beginning band, beginning chorus, health, and home economics. Seventh graders are offered art, Spanish, intermediate band, intermediate chorus, business education, and intermediate art. Eighth graders are offered industrial arts, health occupations, personal development, advanced band, advanced chorus, and business occupations. Interdisciplinary units are taught whereby the teachers coordinate thematic units of study.

When the school was first built, an alternative education class was set up where students with disruptive behavior were sent--usually for one semester. Students were not forced to do their academic work so many chose not to. In 1986, a teacher, new in the building and to the profession, was hired to turn the program around. Disruptive students were still staffed into the alternative education classroom, however, they became accountable to their teacher for academic work. Although teachers were hesitant to refer their students to this class, as time went on, credibility for the program increased. Students were mainstreamed back to their teams provided their behavior changed and they kept up with their work. In 1987, the types of students served extended to include gifted as well as specific learning disabled (SLD) students. The target school changed the name of the program in 1988 to educational alternatives (EA) which is currently part of the Comprehensive Dropout Program in the county. In addition to being staffed into EA, other options for discipline went into effect. Friday afternoon detention was set up and staffed by the administration and Saturday school was established for repeated behaviors of minor infractions. At the end of 1988, most of the students were staffed out of EA so as to leave room for in-school suspensions. This proved to be effective as it helped to cut down on out-of-school suspensions and expulsions. In 1989, the EA program was used mainly for in-school suspension, however, students could be staffed into the program if they were disrupters. At this time the state and county demanded the formation of a Student Study Team. The committee made up of assistant principal in charge of discipline, EA teacher, classroom teachers, and guidance counselors would decide on placement of a student into the EA program. Teachers began taking an active interest in students who were sent to EA because they knew the students would be mainstreamed. The target school was authorized in 1990, to have three dropout prevention programs and two teachers. Educational alternatives and in-school suspension classes would be housed together and taught by one teacher. The other program was called Secondary Resource/Tutorial Program. The target facility was chosen as one of three pilot schools to initiate the program. The program was designed to provide specific strategies to sixth, seventh, and eighth graders without removing the students from their regular educational program. Students met for 55 minutes a day for one semester. In order for a student to be eligible for the program, students had to match at least two of the following criteria, however, placement was made if the student matched either criteria 5 or 6.

1) Student has eighteen or more absences in one school year. Monday and Friday count as two absences.
2) Student has been retained at least one time or is two or more years older than the average for the grade level.
3) Student has three or more "D's" or "F's" for the most current period.
4) Norm reference test scores are significantly below expectations.
5) Student has previously served in a dropout prevention program and has been recommended for continued placement by student services personnel or student study team.
6) Student has a personal or family problem documented by student services personnel, that interferes with school success.

Students are admitted into the resource program by requesting it themselves, by being referred by parents, teachers, counselors, or administrators. Records are reviewed by a Student Study Team to determine eligibility, and recommendations are made concerning placement. Both the students and parents must agree to the placement. Parents are then required to sign a letter which is kept in the students' files. A total of 42 students were served in the 1990-91 school year. Statistics available on 29 students, second semester include:

- Academic Performance: 55 percent improved; 16 percent remained the same; 29 percent showed no improvement.
- Attendance: 55 percent improved; 45 percent stayed the same or showed no improvement (attendance was not a serious problem which accounted for the 45 percent not improving).
- Promotion: 76 percent passed; 17 percent failed two classes; 7 percent failed three classes.
- Attitude toward school: 100 percent felt more positive about school. Sixth and seventh graders expressed a desire to remain in program for 1991-1992 school year.

The writer is a fourteen year veteran, certified in elementary education, reading K-12, English 6-9, and Educational Leadership. Thirteen of the fourteen years were spent in one county; the other year in an adjacent county in the same state. Teaching assignments have included all grades, K-12. Last year presented new challenges in teaching "at-risk" students in the Dropout Prevention Program for the first time. Assignment for the 1991-1992 school year was to devise new strategies which would expand the educational experiences of "at-risk" students.

Problem Statement

The opportunity to succeed in school and to receive recognition for this success is vital to all students' self-esteem. These feelings are essential to growth and development of adolescents. However, when students enter the educational alternative resource class they enter with low self-concepts because they are aware of the fact that they have been placed in the program because of their disinterest in school, poor attendance, performing a year or more below grade level, having norm reference test scores significantly below expectations, or the Student Study Team's recommendation for continued placement in a dropout prevention program. Because the eligibility criteria for getting into the resource program has labeled the students negatively, they react negatively to the system that is trying to make them feel like worthwhile human beings.

In the history of these students' educational experiences, they have found little or no success. The present, traditional system has guaranteed failure. Consequently, behavior exhibited is generally tied to inappropriate, negative responses, towards teachers, parents, staff members, and/or administrators. To make matters worse, these students are examples of "kids that teachers would rather not teach." Feelings of inadequacy and confusion make children with low self-esteem hard to work with and sometimes hard to like (Berne, 1987). Problems of self-esteem associated especially with middle school students hinge on their fears of making new friends, feeling liked, facing new situations, seeing themselves as not handsome, pretty, or intelligent.

Although school attendance is mandatory to age 16 in most states, many educators are recognizing that decisions to drop out of school are frequently shaped during the middle grade years due to the reasons related to low self-esteem mentioned in the previous paragraph. The target county has implemented special programs for the purpose of educating students who are "at-risk" of dropping out. The Resource/Tutorial Model is the author's practicum program. This model which comes under the Comprehensive Dropout Prevention Program is designed to identify students in middle school whose attitude and self-image are negative.

For the purpose of this practicum, these students are referred to as "at-risk" students because they exhibit the characteristics of students who have actually dropped out of school. Most students who drop out usually display one or a combination of the following characteristics:

- poor academic performance
- low intelligence test scores (mean IQ of 90)
- poor basic skills in reading and math
- lack of interest in school and school work
- low self-concept and social immaturity
- feelings of alienation in relation to school, teachers, and peers
- hostility, unruliness, passivity, & apathy
- frequent absences and tardiness
- infrequent discussion with parents, teachers, or counselors regarding future educational and/or employment plans
- low socioeconomic backgrounds
- some type of handicap or limiting condition
- receipt of little family encouragement and support in regard to staying in school
- stressful home environment
- homes in which parents did not complete high school
- pregnant and/or married while in school (Webber and Mertens, 1987).

Research on at-risk students has shown the high correlation between poor self-concept, dropout rates, and incarceration. Eighty-five percent of state prison inmates are school dropouts Charting a Course for Potential Dropouts, 1987: 10).

The practicum author administered the Piers-Harris Children's Self-Concept Survey to the target students (the practicum author's 19 students enrolled in the Resource Program) which showed that 47 percent of the students had poor self-image. The same self-esteem survey was administered to 30 students enrolled in regular classes. The 30 students responding to self-esteem survey were chosen randomly from five eighth grade classes. The results of the survey given to the 30 eighth grade students enrolled in regular classes showed that only 20 percent of these students had a poor self-image. Therefore, 27 percent more of the target students had lower self-concepts than their counterparts. The target students should have a self-concept level that is equal to their peers in regular classes. The problem this practicum addressed was to raise the target students' positive self-concept by 20 percent so that their positive self-concept is 47 percent thus eliminating the discrepancy between the target students' positive self-concept and that of other eighth graders.

Outcome Objectives

This practicum was implemented 55 minutes a day, five days a week for 12 weeks. Nineteen students were identified at the end of the 1991 school year as participants in the fall Resource/Tutorial Program.

The following objectives were expected to be met during the designated time:

1) Thirty percent of the target students in the eighth grade Resource/Tutorial Program, will raise their negative self-concept through brainstorming, role playing, and mapping so that eighty-three percent or more of the target

students will have a positive self-concept which is more equal to the eighty percentage of their eighth grade counterparts having positive self-concept. This objective was measured by comparison of the responses to the pre- and post- Piers-Harris Children's Self-Concept Scale. The criteria used to determine positive self-esteem will be a score of 50 on the Piers-Harris Children's Self-Concept Scale.

2) At least 85 percent of the target group will show an increase of at least one stanine rank in reading comprehension as evidenced by pre- and post-implementation scores using the Gates-MacGinitie Standardized Reading Test.

3) At least 50 percent of the parents of the target group will increase support given to their child by 5 percent. This objective was measured by comparing responses to a pre- and post-questionnaire constructed by the author (Appendix A:83-84). The criteria used to determine an increase in parental support will be at least one point more positive response on the post questionnaire than on the pre questionnaire in at least 50 percent of the 10 items.

The practicum writer hopes to develop strategies which will increase self-esteem of at-risk students identified in the Resource/Tutorial Program.

CHAPTER II

Research and Solution Strategy

Research

"Society's institutions, including education, must expand their capabilities of empowering all students to lead productive and fulfilling lives" (Blueprint, 1986:7).

The adolescent period between the ages of 10 and 14 is a time when students experience great physical, emotional, intellectual and social changes. Many children find adolescence a chore rather than a challenge. "Some are perfectly miserable; others find their teen years a bittersweet time, a mixed blessing of conflicts resolved and rewards gained - a time of identity consolidation" (Cohen, 1989:14). The teenage years represent a time when these young adults experience freedom for the first time. They seek independence and want control of their lives. They want to act "grown up." The mere thought of having their mothers or fathers go to school to conference with their teachers makes them feel uncomfortable. After years of relying on their parents to tell them how beautiful and smart they are, adolescents suddenly rely on their peers for this affirmation; self-esteem needs are now fulfilled by friends. Dr. Cohen (1986:21) wrote, "Friends are the logical solution to the problem...never before and never again will friends be as desperately important as they are during adolescence."

Because young adolescents have a strong need to feel they belong, it is imperative that parents and educators understand the need for bonding. Bonding gives young adults a sense of being "connected," of belonging in such a way that emotional attachment and commitment are its products. In examining dropout statistics and possible causes, it is easy to understand why students become disconnected or alienated with the real world. All adolescents experience some degree of alienation; however, for some students, alienation is more devastating. For these students, the answer is simple; they drop out of school. Brofenbrenner (1986) suggested that the forces that cause alienation are growing, and the best way to counteract them is by creating connections throughout their culture, and schools can help build such links. The most important links are found with home, school, and peers.

Students need to bond with adults as well as peers as they make the transition from childhood to adulthood. Parents and educators need to allow these young adults to mature by supporting, guiding, teaching, respecting, and loving them. "Socialization is extremely critical in developing social maturity during the middle school years" (Bhaerman and Kopp, 1988:16).

Glasser, as cited in an interview with Gough (1987) said if a student feels no sense of belonging, that student will pay little attention to academic subjects. Often what happens is that these students look for acceptance and, consequently, find undesirable friends.

Glasser's control theory is based on the concept that people are motivated by needs. Glasser (1986) pointed out these needs are based not only on surviving and reproducing but also on belonging and loving, gaining power, being free, and having fun.

According to research, successful programs for at-risk students take into consideration the "human" connection. Human-centered education requires the interaction of people understanding and supporting each other. Blueprint for Success (1986:9) listed the following guidelines in promoting one-to-one relationships with at risk students.

- Establish a human connection with the student - care.
- Know students as people, and let them know us as people.
- Help the at-risk student negotiate the system.
- Provide each student with an opportunity to develop a positive relationship with an adult; try an adopt-a-student program.
- Make students feel wanted, help them care for someone else.
- Develop a trusting relationship, not a control relationship.
- Understand and accept the uniqueness of the student's culture.
- Work from that understanding to motivate the student.
- Know the language of the student.
- Challenge the tendency to predict a student's future in relation to racial and ethnic biases.
- Accept secondary students as adults.
- Be accessible.

According to a new Massachusetts Department of Education handbook titled Changing School and Communities: A Systemic Approach to Dropout Prevention as cited by Wiercenski (1990:5 and Gilland Read, 1990:31) "Possibly the most critical element to success (in reducing dropouts) within a school is a student developing a close and nurturing relationship with at least one caring adult." Another important factor is immersing students in a positive school setting. The learning environment must be student-centered so as to foster success. If students feel successful at school, they will continue to be there. Young adults need to be taught the skills involved in problem-solving and decision-making. Unless adolescents are given constructive challenges, they will find challenges in behaviors such as poor school performance, aggressiveness or social withdrawal, school absenteeism, dropping out, smoking, drinking, early and promiscuous sexual activity, teenage parenthood, drugs and juvenile delinquency (Pulkkinen, 1982).

There is no doubt the traditional family, one which had both a mother and a father is becoming extinct. According to recent estimates compiled from The Bush Center in Child Development and Social Policy at Yale University:

> "65 percent of all students now have working mothers, compared with 46 percent in 1976; 50 percent of marriages end in divorce; 15.3 million children or 25 percent of all children live with just one parent compared to 17 percent of all children in 1976; and one out of five American children lives in poverty" (Mernit, 1990:35).

Because of these statistics, students are having to deal with issues which could have and usually do have negative effects on their education. They become "at risk" of dropping out of school. "An at-risk youth is one who has left school or is predictably in danger of leaving school without the skills to be a productive and self-reliant citizen and to succeed in today's workplace and hence, in society" (Smith et al., 1988:13).

Since many at risk students have developed negative attitudes about their ability to succeed in school, it is important that teachers believe and assert the belief that every student in the class can and will learn. When learning a new task many attempts are needed before a skill is learned, and the way a parent or teacher reacts to those mistakes will directly influence the persistence which the learner will apply toward acquiring a skill. The classroom environment should create a supportive atmosphere in which students feel secure enough to take risks and make mistakes without fear of criticism or failure. Learning becomes a problem-solving activity; thus an atmosphere of support and encouragement should be consistently present. Conversely, criticism by teachers or other students engender a decreased willingness to strive for learning goals and further reinforces already low self-concepts.

Research showed in order to change attitudes of at-risk students, educators must focus on the needs of the students and not assume that increasing graduation requirements and lengthening the school day will produce students with fulfilled academic needs. Kunisawa (1988) stated teachers need to address the personal, cultural, and economic needs to help students continue their education toward career aspirations. Borkoweski, as cited in Jones et al. (1987), revealed that one of the principal goals of strategy training is to alter students' beliefs about themselves by teaching them that their failure must not be attributed to lack of ability or laziness. Further he stated that providing students with not merely success experiences but rather experiences in which they see the effect of strategic effort, it is possible to change students' expectations for success and failure.

There are many other factors or combinations thereof which force a student to drop out of school. Two researchers at the University of Wisconsin (Novak and Dougherty, 1986) suggested the following clues:

* Attendance--Demonstrates habitual absences or tardiness; skips periods frequently.
* Attitudinal--Lacks personal motivation; habitually does not cooperate; reacts negatively toward authority figures.

- Behavioral--Creates a destructive atmosphere; shows abuse of school, fellow students, staff.
- Educational--Records frequent failures; functions achievement below grade level.
- Emotional--Exhibits emotional outbursts or withdrawal that makes it difficult to function rationally.
- Family-related--Illustrates the following patterns: parent or sibling influence to leave school, broken home, parent with drug/alcohol problem, other members of family dropped out.
- Peer-related--Follows peers regardless of consequences to self (peers tend to be negative toward school); also, may have difficulty relating to peers in a positive manner.
- Self-concept--Demonstrates a low level of satisfaction with oneself.
- Self-prophecy--Has indicated a desire to leave school.

A dominant characteristic of at-risk learners is the sense of being rejected by their peers. A grouping strategy used to help overcome this typical at-risk feeling is to organize cooperative learning teams. This teaching strategy was developed and researched at John Hopkins University with the idea that working with rather than against middle grades students' need for positive peer interaction (Wheelock and Dorman, 1988) will improve self-esteem. Students in cooperative learning teams are assigned tasks which require sharing information and problem solving. Research suggested that students master academics more successfully when learning is assessed individually and the group is rewarded collectively than through competitive approaches or strategies demanding individual seatwork (Harvard Education Letter, 1986). Students seem to persist longer on tasks which ordinarily would cause them to quit. Glasser (1986:76) wrote, "Students can gain a sense of belonging by working together in teams of two to five students." He stated that successful teachers are the ones who permit their students to take an active role in the decision-making process. By allowing students to work together, they will feel a sense of ownership, satisfaction, and self-esteem.

Slavin (1981) wrote reviews of research on small-group cooperative learning. The following conclusions were based on his findings:

> - The overall effects of small-group learning on several variables, including student achievement, have been quite positive. The most significant achievement gain scores were made by high achieving students and low achieving students.
> - Consistently favorable achievement results have been made by minority students in cooperative classes.
> - Equally consistent positive effects of cooperative learning programs have been found on such outcomes as self-esteem, social relations, attitudes toward mainstreamed students, and race relations.
> - Children's cooperative behavior skills were shown to transfer to interaction with peers who weren't members of the same learning teams, and to their behavior in social situations not structured by the teacher.

Teachers play different roles in implementing cooperative teams. Their role as facilitator specifies the instructional objectives, arranges the students to maximize social interaction, provides the appropriate material and explains the task, observes student interactions, helps students solve problems (both academic as well as social), and evaluates the groups' products. For some teachers, leaving the traditional classroom structure where they impacted knowledge, maintained classroom control, and validated thinking makes them feel reluctant to accept change.

As the teachers' roles change, the students' roles change. Students become active learners as they attempt to solve problems. Students achieve success as they learn to work cooperatively, to share ideas and to evaluate outcome of their learning.

One of many reasons which places students at-risk is reading achievement. "Initial failure creates more failure and with that failure comes the concomitant problem of low self-esteem" (Coley & Hoffman, 1989:3). These students need remediation using individualized instruction and competency based curricula (Hahn, 1987). Hodges (1987) believed the reason at-risk students exhibit behavior problem and/or cannot learn is not because they are unmotivated but because educators are not sensitive to their learning styles. Learning style tests showed "43 percent with fair to poor auditory capability and 53 percent with fair to poor visual, but 88 percent with strong tactual and 99 percent with strong kinesthetic" (Hodges, 1987).

Students most affected by teaching and learning styles are delinquents, poor readers, and drop outs. Research findings according to Sechler and Croene (1986) as cited by Bhaerman and Kopp (1988) suggested these students have difficulty learning basic skills partly because teaching styles are different from learning styles. Addressing these learning styles will improve attitude and discipline thereby increase self-esteem. A study completed by Gadwa and Griggs (1985) using Dunn, Dunn, and Price (1975) Learning Style Inventory revealed the following about dropouts:

> They are motivated to learn; they were strongly peer and teacher oriented, but also preferred variety in the learning environment; they required mobility and were unable to sit for long periods of time; they were easily bored by daily routines and highly structured learning requirements: they preferred evening as optimal time for learning and had difficulty functioning well during the morning hours; and viewed tactile, kinesthetic, and auditory perceptions as strong modalities in the learning process.

Research also indicated if these learning characteristics are considered when developing teaching strategies, there would be increased academic achievement, improved attitudes, and reduced discipline problems (Gadwa, 1985 and Hodges, 1987).

In the Girard school system in Kansas, two skills centers were designed, one at a middle school and the other at a high school. The purpose of the center is to individualize instruction in math, reading, and composition. Philosophy of the Girard Centers is based on the idea that because students learn in different ways and have different interests and abilities, instructional methods must vary. That is different learning styles are addressed; students learn through visual or auditory stimulation, tactile, or kinesthetic. Instruction is individualized by using contract grades, ability grouping, learning centers, extra credit, conferences, peer teaching, and units of instruction. (Units of instruction include current events, games, personal experience discussions, case studies, resource persons, field trips, audio visuals, peer teaching, and role playing.)

Advantages of individualized instruction assure students' success. Students are self-paced; they plan, choose their materials, and they evaluate their work. "Through diagnosis, prescription, and evaluation, the teaching-learning process does produce positive results moving students toward learning goals" (Meeks, 1982:4).

In addition to individualized instruction Coley and Hoffman (1989) instituted a dialogue response journal into the curriculum of sixth graders whose reading achievement and self-esteem were low. The goal of their program was to deal with the concept of learned helplessness (I'm too stupid, why should I try, I'll only fail) and poor self-concept.

The dialogue response journal was used so that teachers could give positive feedback to the students. Each week the students had to rate themselves on a 1 to 5 scale according to what kinds of thinkers they were for the week. Two questions were asked each week: "What was the best thing you did this week?" "What do you hope to do next week?"

The results were positive for the students and teachers. Students self-ratings went from 1's and 2's (poor and below average) to almost all 4's and 5's (good and excellent). "Their typical stance of learned helplessness was giving way to a more positive view of themselves as learners" (Coley and Hoffman, 1989:4).

The teachers were able to maintain a positive dialogue with the students for the entire year.

A third program for individualizing reading instruction for middle school students involved self-selection of books by students, individual teacher-student conferences, and grouping students according to needs and interests. During the initial teacher-student conferences, the teacher assessed the students' reading interests, abilities, needs, and comprehension. Groups were formed to teach skills or to combine students with similar interests. When the groups reached their goals, they disbanded and new ones were formed. This program allowed students to share their books in many different ways:

> 1) Making a diorama depicting a scene from the book.
> 2) Writing an advertisement for the book.
> 3) Designing a mobile using characters from the story.
> 4) Presenting a puppet show to illustrate the story.
> 5) Creating a comic strip about the book.
> 6) Writing a television program based on the story.
> 7) Designing a book jacket.
> 8) Creating silhouette stick figures and presenting the story using an overhead projector.
> 9) Developing a slide-tape presentation of the story.
>
> (Bell, 1981:5).

The teacher tracked students reading skills by using a checklist noting the following skills:

- Identifies main idea.
- Notes details.
- Draws conclusions.
- Makes generalizations.
- Makes judgements.
- Makes inferences.
- Evaluates (fact, fiction, propaganda).

The checklist provided a means of keeping track of the students' needs. Students kept track of the books they had read. This provided the teacher with insight into the thoughts of his/her students.

Herber and Herber (1987:584) reiterated the professed goal for reading instruction is "to allow the students to become independent readers, able to use reading as a means for increasing learning as a means for increasing learning and as a source of pleasure." As teachers move toward a curricula that is student-centered, Herber and Herber (1987) suggested three types of activities effective in moving students toward greater independence:

> 1) Refining - students fine tune their concepts as they engage in discussions with other students and create products that reflect their understanding. At the same time they fine tune their applications of reading, writing, and reasoning processes. They fine tune their products as they receive feedback from the teacher and from fellow students.
> 2) Extending - students extend their understandings of concepts by applying them to different settings. Teachers cannot do the extending for their students, but they can provide opportunities for student to engage in extending activities, and they can create

> an environment that supports the use of what has been learned.
> 3) Sharing - students share what they learned by helping other students refine and extend their own skills. Sharing with others the product of one's mind enriches the context in which one's mind works - giving while keeping. Teachers cannot do the sharing for their students, but they can provide opportunities for students to engage in these sharing activities and they can create an environment that promotes the spirit of giving.

Providing students with opportunities to develop and apply critical thinking skills that are applicable in decision-making situations are important goals of instruction in the middle grades (Casteel, 1978). According to Beane (1990), middle level education should not only resemble the traditional high school curriculum but should be comprised of interdisciplinary teams to correlate subject area correlations; exploratory courses, and advisory programs. Further, he stated the curriculum should center around the needs, interests, problems, and concerns of young adolescents. Learning then becomes real when students deal with a situation, read about it, tabulate data, research information, think about consequences of decisions, and write reports (Beane, 1990).

Critical thinking skills give students an opportunity to think of alternative ways of dealing with situations instead of answering questions with a simple "yes" or "no". The emphasis in thinking critically is not so much in right or wrong responses but on how students behave when they don't know an answer (Costa, 1983). Assessment of student performance is based on how students react under challenging conditions which demand strategies, insight, perseverance. "Keeping anecdotal records of students' acquisition of these types of behaviors provide more usable information about growth in intellectual behaviors than typical norm-referenced, multiple-choice, standardized achievement tests" (Costa, 1983:288). Feverstein, as cited by Costa (1983) designed ten characteristics of intellectual growth that teachers can observe and record:

> 1) Perseverance - students often give up in despair when the answer to a problem is not evident.
> 2) Decreased impulsiveness - students often give the first answer that comes to mind or they may start to work without fully understanding the directions.
> 3) Flexible thinking - some students have difficulty considering alternate points of view or dealing with more than one classification system simultaneously. Their way to solve problems seems to be the only way. They are more interested in knowing whether their answers are correct than being challenged by the process of finding the answer.
> 4) Metacognition - some people are unaware of their own thinking processes. They are unable to describe the steps they use during problem solving.

5) Careful review - students are often careless when turning in their completed work. They seem less inclined to reflect on the accuracy of their work, contemplate their precision, or take pride in their accomplishments.
6) Problem posing - students depend on others to ask questions and solve problems for them.
7) Use of past knowledge and experiences - students are unable to abstract meaning from past experiences and apply it to new experiences.
8) Transference beyond the learning situation - students have a difficult time applying in real life what they learned in other classes.
9) Precise language - some students' language is confused, vague or imprecise often referring to "stuff," "junk," or "things".
10) Enjoyment of problem solving - some students avoid problems. Thinking is perceived as hard work and they recoil from situations they view as demanding too much of it.

In order for students to benefit from their education process, educators must provide opportunities which are conducive to practicing and demonstrating intelligent behavior. Casteel (1978) believed that knowledge and understanding are acquired through comprehension, analysis which may lead to synthesis and evaluation, and insights into beliefs and commitments which Casteel called personalization.

Since schools do not operate in a vacuum (Hahn, 1987), and research clearly pointed to the fact that many at-risk students come from broken homes and communities which lend little school support, it is apparent that educators need to take parental and community support, or in some cases the lack of it, into account when attempting to help at-risk students.

According to a survey (Epstein, 1987) almost all parents want to help more, but are not sure how. They look to teachers to provide guidance and direction. This is especially true of less educated parents and parents who are not native speakers of English. Epstein (1988) found that single parents and working parents tend to shy away from school activities but are as or more likely to spend time with their children doing homework.

A strong correlation exists between parent participation in the schools and student achievement. "When parents are involved, children do better in school, and they go to better schools" (Henderson, 1987:1). Further she wrote that students perform better in school when parents are called in to help. In addition, accumulating evidence indicated that parent involvement is critical in both preventing and remedying educational and developmental problems and in facilitating children's development and achievement. Research has indicated that, as a result of parent involvement in educational programs, parents have developed more positive attitudes about school and school personnel, and they have exhibited more positive attitudes than parents who did not become involved (Becher, 1984). Other benefits of parent involvement include: parents gathering community support for school programs, parents becoming more actively involved in community activities than they had been before, parents developing more positive attitudes about themselves, parents increasing their self-confidence, and enrolling in programs to enhance their personal development. Perhaps the most important effect of parent involvement is that the relationship between the parent and the child will improve with the frequency of the parents′ involvement with the child′s activities. Also, Becher (1984) wrote that parents were found to have increased the amount of contact they made with the school. According to Lightfoot, as cited by Henderson (1987:9), "Schools must take the initiative to encompass parents in the learning process, for without continuity between home and school, children find it very difficult to integrate the separate experiences."

In order for students to benefit from parent involvement, both teachers and parents need to understand their joint efforts will make a difference.

According to research (Bhaerman and Kopp, 1988), the basic ingredients for a successful program include: commitment, ongoing training for teachers and staff in communicating with parents, and a variety of options that make sense to the local school. Sattes (1985) designed a workshop approach where parents learned how to help their children accomplish learning objectives: parents received individualized help in working on program goals and eventually shared in the benefits as a result of enhanced pupil achievement. The Pennsylvania Department of Education (1984) issued a parent involvement handbook noting ways for getting and keeping parents involved. Key points in this handbook included the following:

> - Parents need to know you really want and need their help. Sending out a notice saying that may not be convincing. Personal contact works much better. It is more difficult to say "no" to a telephone request than it is to one presented on a crumpled paper carried home by a child.
> - Parent's need to know the scope of a committee or project's purpose, the time commitment expected of them, and what they are doing is important to the school and their children.
> - Parents must be convinced that their services/advice/recommendations will be thoroughly considered when decisions are reached.
> - Parents need to feel their efforts are appreciated.
> - Parents need to understand the process used for decision-making.

Special considerations were noted:

- Not all parents had a happy experience with their own schooling and may need strong encouragement to return to a school building.
- A more neutral setting than a school may work better; church, community center, etc.
- Language may be the source of another problem. Some parents feel they do not express themselves well and will be further intimidated by "educationese" jargon.
- Non-English or limited English-speaking parents face other barriers. Send invitations out in the language they use or have a person who speaks their language call them. Have bilingual people at all meetings so that parents can express themselves in languages they speak.

Henderson, Marburger, and Ooms (1986) have identified five distinct roles that parents play with regard to their children's schooling.

1) Partners: Parents performing basic obligations for their child's education and social development.
2) Collaborators and Problem Solvers: Parents reinforcing the school's efforts with their child and helping to solve problems.
3) Audience: Parents attending and appreciating the school's (and their child's) performance and productions.
4) Supporters: Parents providing volunteer assistance to teachers, the parent organization, and to other parents.
5) Advisors and/or Co-decision Makers: Parents providing input on school policy and program through membership in ad hoc or permanent governance bodies.

Faced with these types of parent involvement, research showed that roles 1, 2, and 3 have the most immediate effect on student achievement. Because roles 4 and 5 benefit the school as a whole, few parents are least likely to become involved since they do not see benefits for their own child. There is some indication that "effective schools" have a strong commitment to working in partnership with parents (Henderson et al., 1986).

Suggested activities that can get parents involved include:

* home visits
* pre program conferences/orientations
* telephone calls
* parent conferences
* open house
* serve on advisory committee
* volunteer tutors
* pot-luck coffees
* approval for participation
* parent counseling
* brown bag lunches
* informal seminars
* family counseling
* weekly communications
* newsletters
* surveys
* parenting classes
* field trip supervisors
* teacher aides
* sponsor forum/lectures
* parent/study groups

(National Dropout Prevention Letter, 1988)

The 1989 study, Characteristics of At-Risk Youth, presented a list of successful program features. The report said these programs:

- Are small in size and local in scope.
- Are individualized around the needs of the school and its students.
- Are characterized by caring and attentive staff members who are attuned to the personal needs of students.

> - Emphasize academic growth and develop a relevant curriculum that includes both academic and vocational components.
> - Include a faculty that establishes high expectations for its students and goals for student performance.
> - Establish strong links between school and family.
>
> (NASSP, 1990:6)

The Missouri LINC Module identified the at-risk student and addressed strategies and effective programs for dealing with the at-risk population. Effective strategies of this module included: academic skill remediation, counseling, and parent involvement (National Dropout Prevention Newsletter, 1988).

Another program called Special Needs Transition Program Chaska, Minnesota, focused on basic skills, improvement of self-concept, and career development through individualized instruction. Project STRIVE in Rockaway, New Jersey, had its goals to also improve basic skills in reading, writing, and math and to improve daily attendance and reduce the dropout rate. This was accomplished by providing academic and vocational support services through supplemental and remedial assistance. Mentor or job placement opportunities through cooperative programs are offered, along with individual and group counseling for students and parents. Other programs geared to dropout prevention included academic programs, programs of guidance and support, in-school suspension programs, and "Cities-in-Schools" programs. Specifically, the Appalachian Dropout Program, which operates in the Attalla (Alabama) City School System, identified potential dropouts in the fourth and fifth grades on the basis of below-grade-level performance, absenteeism, low achievement scores, and low grades. As sixth graders, these students receive remediation, counseling, and vocational classes after school. Similarly, Bradley County, Tennessee the Scholastic Study Skills Program was designed to identify the at-risk students and to provide early intervention. The purpose of the program is threefold: first, students are enrolled in an eight-week study skills lab; second, students participate in eight group and individual counseling sessions which address self-worth and attitudes about school and community, and goal setting; third, the students' parents participate in eight weekly sessions of parent-effectiveness training.

An example of a support program is provided by the Au Sable Valley Central School District in Clintonville, New York. This program placed heavy emphasis on personal counseling, home visitation, and open communication.

Philadelphia, Pennsylvania's adaptation of the national Cities-in- Schools (CIS) program is a coordinated school, city department, and community-based delivery system designed to meet the needs of students identified as being at risk of dropping out. This model included the formation of a board of directors which is composed of key city decision-makers: the school superintendent and representatives of the corporate sector, the department of justice, an institution of higher education, and the department of recreation. This board files for nonprofit status, provides leadership, and funds necessary to serve elementary, middle, and high school youth. This model provides instruction, support services and motivational activities, career exploration and employment activities, and contact with the home.

Solution Strategy

Prior to the implementation of the new Resource/Tutorial model, the practicum author began reading extensively about other dropout prevention programs. Commonalities such as at-risk students have low self-esteem, poor grades in school, difficulties in reading, hence in all academic areas, and lack of parent involvement in their child's education were noted as factors contributing to negative self-concept of students.

The practicum author designed a unique five part program which altered the negative self-esteem needs of at-risk students at the target site. The design of the Resource/Tutorial Model was an alternative solution used by the target school to give at-risk students another chance in believing they are worthwhile, competent individuals. The intent of the practicum author was to build their positive self-esteem by using different strategies that have been effective in other programs. Although the target county has set forth guidelines for implementation of the Resource/Tutorial Model, each school site has latitude in tailoring the program to meet the needs of its students.

One proposed change the practicum author made was the development of an individualized program of reading instruction. Research by Coley and Hoffman (1989) pointed out that one of the many reasons students are at-risk is because of their reading achievement. They said (1989:3), "Initial failure creates more failure and with that failure comes the concomitant problem of low self-esteem."

Students were allowed to strengthen their skills by using a variety of reading resources. The Girard School System in Kansas has the philosophy that students learning styles vary and that individualizing curriculum using learning centers, conferences, experience discussions, audio visuals, peer teaching and role playing has a positive effect on school achievement.

Huber and Huber (1987) suggested three types of activities that are effective in moving students to becoming independent, reading achievers. First, allowing students to fine tune their concepts as they engage in discussion with other students by creating products that reflect their understanding; second allowing students to extend their understandings of concepts by applying them to different settings; third, allowing students to share what they learned by helping other students refine and extend their own skills.

Students were given a choice of materials since research has indicated that students will achieve at a higher level if they believe they are in control (Glasser, 1986). In order for learning to be real, it must be meaningful. This approach allowed students freedom of choice thereby permitting the selection of materials to be purposeful to them. This type of individualization was student-centered; the responsibility of planning, choosing their program of study and self-evaluation allowed the students to think for themselves. Meeks (1982:4) said, "Through diagnosis, prescription, and evaluation, the teaching-learning process does produce positive results moving students toward learning goals."

Students were grouped in cooperative teams in an effort to promote self-esteem. Students were assigned tasks which required the use of problem-solving strategies. According to research by editors of Harvard Education Letter (1986), students master academics more successfully when learning is assessed individually and the group is rewarded collectively than when the students do individual seatwork. Slavin (1981) and Glasser (1986) have both noted the positive effects of teachers using strategy of cooperative learning teams.

Part two of this project included teaching affective skills in raising self-esteem of at-risk students. Casteel (1978) said providing students with opportunities to develop and apply critical thinking skills that are applicable in decision making situations are important goals of instruction in the middle grades. Typically, students identified in the Resource/Tutorial Model have low self-esteem. Many of them make wrong choices or exhibit inappropriate behaviors. The practicum author believed that if students were given the proper tools for making goals, for learning steps in problem solving, and for making good decisions, these students would achieve success in school, survive adolescence, and become productive adults. Beane (1990) stated that learning becomes real when students deal with a situation, read about it, tabulate data, research information, think about consequences of decisions, and write reports. "The ultimate in self-esteem is found in the full possession of one's total being - the intellect and the emotions and especially the body - in other words, in the ultimate right of the human being - the right to be one's self" (Canfield and Wells - quote by John Vasconcellos, 1976:xiii).

A third proposed change in the Resource/Tutorial Model was to design an in-house mentoring program. Having spoken to the county coordinator for the Dropout

Prevention Program and asking for his approval in developing an in-house mentoring program, he enthusiastically said, "Try it, it's never been done in this county before" (Dawson, 1991). Members of the mentoring team were made up of teachers and staff members from the target school. They were referred to as the P.R.O.-TEAM, People Reaching Out Team. They were chosen by the practicum author because of their willingness to be "friends" to the target students. Dr. Cohen (1986:21) wrote, "Friends are the logical solution to the problem... never before and never again will friends be as desperately important as they are during adolescence." Brofenbrenner (1986) suggested that the forces which cause alienation are growing, and the best way to counteract them is by creating connections throughout their culture, and schools can help build such links.

Part four of this program was to involve fifteen team teachers in helping to improve self-esteem of the target students. These teachers provided lesson plans to the practicum author so that communication existed between the teams and the resource class. Students had access to these plans in the resource class and were encouraged to complete daily assignments and to study in advance for tests. Weekly progress reports were filled out by team teachers of target students in an effort to communicate with the practicum author.

Parent involvement was the final part of this program. According to Lightfoot, as cited by Henderson (1987:9), "Schools must take the initiative to encompass parents in the learning process, for without continuity between home and school, children find it very difficult to integrate the separate experiences." Sattes (1985) designed a workshop approach where parents learned how to help their children accomplish learning objectives. Eventually both the parents and children shared in the benefits as a result of enhanced pupil achievement.

The practicum author proposed involving parents in their child's education because research has indicated there is a strong correlation which exists between student achievement and parent involvement (Henderson, 1987).

Based on research, it is believed by the author of this practicum, the strategies described herein provided a firm base upon which the target students' self-esteem increased.

CHAPTER III

Method

The practicum author prefaces this section by writing an overview about the reward system that was used during the twelve-week period. Throughout the implementation of this practicum, target students, team teachers, members of the PRO-Team (mentors), and parents were rewarded for their efforts.

Students received individual as well as group rewards. As individuals, students were verbally praised for progress made. They also received points for completed skill work in reading. A point chart was posted in the classroom. At the end of the reading sessions, which occurred two days a week, students tallied their points and colored in the amount which corresponded to the amount of points earned. At the end of twelve weeks, the students who acquired the most points from each class were given a twenty dollar gift certificate from Red Lobster Restaurant. Students also received rewards such as coupons for 7-11 Big Gulps, MacDonald's French fries, Burger King whoppers, pencils, or candy for having been selected "Student of the Week." Students were given candy and/or happy grams for efforts made toward reaching their weekly goals. Members of the class as a whole were given a chance to earn free time when enough marbles had accumulated. Marbles were dropped into a glass jar when students spent time on task (Canter, 1986:140). As many as five marbles were tallied for one day. Tallies were kept on a bulletin board so students could visually see their progress. In addition, at the end of the twelve-week program, every student received a certificate for participation in the resource program.

Team teachers were rewarded weekly with a thank you note and a piece of candy for their efforts of turning in lesson plans and student progress reports. Special thank you notes and gift certificates to Red Lobster Restaurant were given at the conclusion of the program.

Members of the PRO-TEAM, mentors, were rewarded intrinsically as they bonded with their proteges. During the program′s implementation, the PRO-Team formed a support group where they found encouragement in their new roles as "mentors". Baked goods and/or fruit salads helped make those early morning sharing sessions palatable! At the conclusion of the twelve-week program, each mentor received a gift certificate, donated by The Olive Garden Restaurant, the target school's business partner, for an Italian dinner. Certificates of Special Honor were presented at the final mentors' meeting.

Parents, too, were rewarded as their child experienced positive growth in self-esteem. Throughout the implementation period, parents received communication either by phone or letter from the practicum author concerning progress made in the resource class.

Successful implementation of the practicum author's program involved the cooperation of target students, their parents, team teachers, mentors, and administrators. Many strategies were used to achieve the desired objective of improving the self-esteem of students at-risk.

Because of the many factors involved in implementing this project, the practicum author devised a program chart with various activities that were carried out (Appendix B: 86-87).

Two weeks prior to implementation of this project, nineteen staff members from the target school were selected by the assistant principal and the practicum author. Staff members were carefully chosen based on their past successful experiences with students. They were approached individually one week prior to the beginning of school and asked if they would like to participate in a pilot project by becoming a mentor, a friend, to an at-risk student in the Dropout Prevention Program.

Week One: When students arrived in the resource class, they were given an overview of the twelve-week program. They understood the resource program would include two days of individualized reading instruction, two days of affective skills training, and one day for mentoring. During the first week, students were given the Piers-Harris Children's Self-Concept Scale to determine the way they felt about themselves and the Gates MacGinitie Standardized Reading Test to determine the level of comprehension skills. Having received the Mentor Information Sheet: "An Introduction of Myself to My Student" (Appendix C: 89), students began the process of selecting their mentors.

As part of establishing trusting relationships with each other in the class, students brainstormed ideas which made them comfortable and uncomfortable. Using their ideas, ground rules were established.

A letter was given to each mentor thanking him/her for accepting the invitation to become a mentor and asking them to attend an organizational meeting (Appendix D: 91). At the meeting, an agenda (Appendix E:93) and a packet of information was given to each of the participating mentors. The practicum author explained the following information:

* Maslow's Hierarchy of Needs (Appendix F:95)
* Be A Friend (Appendix G:97)
* Getting Started (Appendix H:99)
* District Criteria for entrance into the resource class
* Mentor Information Sheet
* Middle Grade Intervention (Appendix I:101-102)
* Mentor's Weekly Log (Appendix J:104)

Mentors were given a folder where they filed worksheets and other ideas for mentoring sessions. Practicum author placed a coral, adhesive dot on mentors' mailboxes located in faculty lounge. This enabled the practicum author and mentors to easily identify members of the PRO-Team so information and ideas could be disseminated readily.

During the first week of implementation, parents received a letter welcoming them to school and encouraging them to schedule an appointment with the practicum author (Appendix K:106). Individual appointments were made by students returning the bottom portion of the parent letter and/or by practicum author telephoning the parent.

Resource people from the county were called to confirm a training session for mentors which would be held during the second week of implementation.

Week Two: This week was an important week for the practicum author as it continued to set the stage for successful implementation. There were student conferences, a mentoring training session, parent conferences, and communication with team teachers of the target students.

The practicum author conferenced with each student about the results of the Gates MacGinitie Standardized Reading Test. Students chose materials from the wide range of resources available. Students were introduced to various materials slowly in order that they understood what to do. Students were responsible for correcting most of their work, however, the practicum author reserved the right to recheck and spot check their work. They were expected to plan their materials for the day on a Weekly Plan Sheet (Appendix L:108). All materials the students work with had a point value as noted on "Points: Reading Materials" (Appendix M:110). At the end of the day, students tallied their points and transferred them onto a Master Point Sheet (Appendix N:112) located on a bulletin board in the resource room. Students were given individual folders wherein they kept their work.

Setting weekly goals was an on-going activity during the implementation of this practicum. Students wrote their goals on football cut-outs and placed them on a bulletin board titled "Reach Your Goal." When the students reached their goals, the football was placed in between the goal post cut-out signifying attainment of that goal. Students completed the Protege Information Sheet: "An Introduction of Myself To My Mentor" (Appendix O:114) so that mentors would have an opportunity to acquaint themselves with their proteges.

Mentor training was offered through the coordinator of the county's school volunteer program and a clinical psychologist from the community. Their job was to explain the history of the mentor's program (Appendix P:116). They also discussed the following agenda items: Adolescence: passage, tasks, separation; Communication; Listening Skills; Basics of Helping; and Application Process: Mentor Introduction Form, Driver's License Form, Confidentiality, and Advocacy. The practicum author gave each of the mentors a "Time Line" with suggested weekly topics (Appendix Q:118-119). Mentors were told, however, they and their proteges would have the freedom to talk about whatever they chose. Additional "Ideas for Mentors and Proteges" (Appendix R:121) were given to the mentors at the meeting . Follow up on sharing sessions for mentors was held every second week. This allowed not only for an exchange of ideas but for a support system as well. Mentors met with their proteges on a one-to-one basis for thirty minutes once a week during the practicum implementation period. Meeting times were scheduled to meet the needs of the mentor/protege pair. The main purpose of the PRO-Team, People Reaching Out Team, (mentors) was to provide one caring person at the school site who would guide, support, understand, and listen to an at-risk student in the Dropout Prevention Program.

Parent conferences were held during the second week. Each of the nineteen parents was telephoned to confirm scheduled appointments. Objectives of the parent meeting were to administer the "Parent Survey," to explain the Resource/Tutorial Model, to offer suggestions about how to help their child accept the responsibility of homework using Canter's (1989) Homework Tips for Parents (Appendix S:123-140), to explain "15 Ways to Help Children Like Themselves"

(Appendix T:142), and to invite parents to attend two evening meetings during the implementation period. Parents, too, were given an opportunity during the conference to offer suggestions which were helpful in launching a successful school year for their child.

Week Three: Students set their weekly goal and placed their football on the bulletin board. "Student of the Week" began this week. A student was chosen on the basis of attitude and effort as noted by practicum author or by progress noted by team teachers. Students continued learning how to use reading resource materials. Cooperative learning teams were established to encourage thinking and learning. They brainstormed and mapped social situations and decided how to solve conflicting arguments. Exercises were taken from Learning to Think and Choose: Decision-making Episodes for the Middle Grades by J. Doyle Casteel. Students brainstormed ways to improve their attitude. Discussion of ditto "Believe It, Achieve It" motivated students to believe in themselves (Appendix U:144).

Proteges had their first session with their mentors. Emphasis was placed on getting acquainted. Proteges brought the "Protege Information Sheet" to their mentors.

Mentors logged date, time of meeting, and topic(s) discussed. These logs were completed weekly and turned in to the practicum author for the duration of this practicum.

Practicum author prepared invitation for the first parent meeting held October 1, 1991 (Appendix V:146). Parent conferences were continued throughout this week.

Team teachers were asked to submit weekly plans to practicum author (Appendix W:148-149) in order to help target students understand their weekly assignments and to keep the practicum author abreast of what was happening in the classroom.

Week Four: Students brainstormed ideas concerning a school-related project. They devised a plan and implemented the project later in the program. Individualized reading instruction, goal-setting, student of the week activities were maintained. Students were taught speed reading techniques using _Timed Readings and Skimming and Scanning_ (Jamestown Publications). _Reader's Digest Skill Builders'_ audio tapes were used with reluctant readers. Learning teams were taught a technique of predicting the outcome of a story. Students were given a worksheet "What Do

You..." (Appendix X:151) and the practicum author led the discussion about a story chosen by the students.

Students used critical thinking skills in solving social situations involving cooperative behavior. Exercises were taken from _Learning to Think and Choose: Decision-making Episodes for the Middle Grades_ by J. Doyle Casteel.

Students read, paraphrased, and discussed "My Declaration of Self-Esteem (Appendix Y:153) in an effort for them to learn to appreciate themselves as people. The highlight of the week was a "trust" walk (Canfield and Wells, 1976: 157). Students chose a partner. One student closed his/her eyes and the other acted as a guide. As the students walked, the job of the guide was to keep his/her partner safe from falling or bumping into anything. After five minutes, students switched roles. Students processed this activity by answering questions suggested by Canfield and Wells:

* Were you able to trust your partner with your eyes closed?
* Did you open your eyes at any time?
* Did you find it easier following or leading? What was easy or hard about it?
* Did you enjoy the exercise?

The third mentors' meeting was called to share ideas and to offer each other encouragement and support. Guidelines (Appendix Z:155) were given to mentors on how to handle problem situations during a mentoring session. Mentors encouraged problem solving strategies by having their protege offer alternative solutions to their problems. Mentors were urged to send their proteges to guidance in the event the problem was unmanageable. Mentors were also given "Guidelines for Goal Setting" (Sharp and Cox as cited by Canfield and Wells, 1976:188-189), (Appendix AA:157-158) to discuss with their proteges. Mentors were urged to help proteges follow through on weekly goals. They turned in their weekly logs.

The proteges organized a special luncheon in honor of their mentors. Proteges were responsible for sending the invitation (Appendix BB:160) planning the menu, and cleaning up.

Invitations inviting parents to the first evening meeting were sent home. Practicum author followed up the invitation by telephoning parents.

Practicum author was kept informed of students' weekly progress in academic classes by having team teachers fill out a weekly progress report. Parents were notified by letter or phone call if their child was not doing what was expected.

Week Five: Students focused on critical thinking skills by deciding on a school project which they would implement. Students learned how to map out the decision-making process by brainstorming the problem, goals, alternatives, and pros and cons of each alternative. Students wrote their decision and listed reasons why they chose that solution (Appendix CC:162). Individualized reading instruction, goal setting, and student of the week projects were maintained. Cooperative learning teams were utilized as necessary to encourage mastery of basic skills in reading.

Mentors encouraged their proteges to have positive attitudes. They discussed what "attitude" meant and how they could apply a positive attitude to everyday living. Mentors followed through on goal-setting with their proteges. Weekly logs were turned in.

The mentor adoption ceremony took place. At the luncheon, proteges presented their mentors with an "Adoption Certificate" (Appendix DD:164) which signified that the mentor was chosen to provide guidance, support, and understanding. Administrators and public relations personnel from the county office were invited guests.

Parents attended the first of two parent meetings. A guest speaker was provided from a community organization with whom the target school had developed a business partnership. "How to Help Your Child Succeed in School" was the speaker's topic. Refreshments were provided by the business partners and teachers.

Parents also received a weekly report on progress made by their child in the resource program.

Week Six: Mid course evaluations were given to students (Appendix EE:166), parents (Appendix FF:168-169), and mentors (Appendix GG:171). Adjustments were made in the program such as allowing time four days a week for students to be tutored in their academic work.

Students continued working on their individualized reading program. Setting goals and student of the week activities continued. Students discussed ways of dealing with peer pressure. They learned ways of becoming assertive by role playing. The game called "Can of Squirms" published by Contemporary Drama Service (1971) was used to provide social situations.

Students were introduced to the "I Feel" statement (Appendix HH:173) in order to learn how they could deal with friends honestly.

Mentors focused their protege meeting on how to deal with anger. Worksheet on "Self Control" (Appendix II:175) was provided for mentors' use with their proteges. The fourth mentors' meeting was held in order to share ideas and to provide encouragement and support. Mentors continued to encourage their proteges to follow through on their weekly goals. Weekly logs were turned in.

Parents were given a report based on their child's progress in the resource class. Parents attended the first parent meeting held at school. The topic was "How to Help Your Child Succeed in School."

Week Seven: Students brainstormed ways of strengthening family relationships as well as how to handle conflicts among family members. Students were placed in their cooperative learning teams and asked to choose their favorite television family. They discussed positive and negative qualities their television family exhibited. They wrote their ideas on how they thought communication could improve. Also, students were asked to write situations which might cause family conflicts. They analyzed situations and decided on possible solutions. Students continued working on their individual reading skills. Goal-setting and student of the week activities were maintained. A guest speaker from the University Behavioral Center prepared the students for next week's field trip to the Center.

Mentors focused their protege meeting on a discussion about peer relationships. Proteges brainstormed qualities that make a good friend and characteristics of what makes a person not a friend. Students again practiced the "I Feel" statement: I feel...when you...because...). Mentors helped their proteges follow through on their weekly goals and turned in weekly logs.

Letters were sent to parents thanking them for attending the evening parent meeting, "Something To Cheer About" (Appendix JJ:177). Also, a report describing their child's progress in the resource class was sent home. Parents were given a choice of topics to choose from for the second parent meeting in November.

Week Eight: Students attended a Career Fair and browsed through booths set up in the school's gymnasium. They were given opportunities to talk with presenters about different careers. Students were given a chance to explore a career in which they were interested. Individualized reading instruction continued as well as goal-setting and student of the week activities. Students took a field trip to the University Behavioral Center. They were involved in team building initiatives which required trust and support of each member of the group. They were involved in the ROPES program which was a highly structured program that utilized group dynamics and group interaction. The key to success of this field trip was in processing their experiences.

Implementation of school project took place this week. Students set up a booth at the Career Fair and instructed other students on how to use career exploration programs available in the school's media center.

Mentors' fifth meeting with practicum author was held. Mentors shared ideas and successful activities with their proteges. The group continued to provide support and encouragement to each other. Mentors talked to their proteges about peer pressures and inside pressures. They discussed ways of making healthy choices. Mentors encouraged their proteges to follow through on their weekly goals. Weekly logs were turned in.

Invitations for the second parent meeting were designed and printed so they could be sent home next week. Parents received a report describing their child's progress for the week in the resource class.

Week Nine: Students brainstormed social situations involving conflict and anger with family and friends. They role-played these situations using problem-solving techniques (Appendix KK:179). Mentor/protege meeting focused on "A Three-step Process for Saying "No" to negative peer pressure (Appendix LL:181-182). Mentors encouraged their proteges to follow through on their weekly goals. Weekly logs were turned in.

Parents received invitation (Appendix MM:184) for the second parent meeting. They also received a report describing their child's progress in the resource class.

Week Ten: Students worked in their cooperative learning teams and brainstormed goals they need for healthy living. Students were given the task of creating a profile of a young person who could survive adolescence. Students analyzed values, attitudes, social, and academic behaviors. The week was highlighted by viewing films: "Just Beer" and "Alcohol, Drugs, and You." Students continued individualized reading tasks. Goal-setting and student of the week activities were maintained.

Problem-solving skills were reinforced at the mentor/protege meeting. Mentors' sixth meeting with the practicum author (Appendix NN:186-188) was held to share ideas and to relate successful activities. The group provided support and encouragement to each other.

Parents received telephone calls to confirm their attendance at the second evening parent meeting. Also, parents received a report describing their child's progress for the week in the resource class.

Week Eleven: Students set their own goals for living a healthy life. Included in this activity were short term wishes and long term hopes. Highlight for this week was a policeman from the drug enforcement agency. This person discussed street drugs: their effects on a person's well-being and the consequences of breaking the law.

Students visited the campus of a local community college. The primary purpose was to allow students to attend vocational classes so they could understand what resources are available to them in the community. The day was spent visiting the following classes: Respiratory Therapy, Physical Therapy, Nursing, Child Development, Automotive Repairs, Emergency Medical Training, Training for Firemen/Firewomen, and the Adult High School.

Mentors helped proteges outline ideas about how they could be successful in school and at home. Mentors followed up on proteges' weekly goals and turned in logs.

Parents attended their second evening meeting. The Final Resource Evaluation for parents (Appendix OO:190-192) and the Parent Questionnaire were sent home. Parents also received a final weekly report on their child's progress in thee resource class.

Week Twelve: The program's success was further evaluated using results of the Piers- Harris Children's Self-Concept Scale and the Gates MacGinitie Standardized Reading Test.

All students were awarded a special certificate of completion for the twelve-week program. In addition, movie passes from General Cinema were given to the "Most Improved" student from each class. Students used the ninety marbles which were accumulated during the implementation period to view the film the Ricky Bell Story.

The practicum author met for the seventh and final time with the PRO-Team members. They were given the "Final Evaluation for Mentors" (Appendix PP:194) to fill out. Thank you letters were given to each mentor (Appendix QQ:196). The assistant principal awarded each of the mentors with a gift certificate to Olive Garden Restaurant.

Parents received a thank you note for attending the parent meeting. Certificates of appreciation were sent to parents thanking them for their support and understanding during the implementation of this project.

CHAPTER IV

Results

The first outcome objective stated that 30 percent of the target students in the eighth grade Resource/Tutorial Program will raise their negative self-concept through brainstorming, role playing, and mapping so that 83 percent or more of the target students will have a positive self-concept which is more equal to the 80 percentage of their eighth grade counterparts having self-concept. This objective was measured by comparison of responses on the Piers-Harris Children's Self-Concept Scale which is a standardized evaluation instrument. The criteria used to determine positive self-esteem was a score of 50 on the Piers-Harris Children's Self-Concept Scale. Appendix RR:198 "Pre And Post Results of Piers-Harris Children's Self-Concept Scale" shows that 16 out of 19 students or 84 percent scored 50 or higher on this test; two students showed improvement; one student's scores were invalidated.

The second outcome objective was to have at least 85 percent of the target students improve their reading comprehension by at least one stanine rank. Criteria for student improvement was based on comparing the responses on the pre- and post- scores using the Gates-MacGinitie Standardized Reading Test which is a national achievement test. Appendix SS:200 "Pre And Post Results of Gates-MacGinitie Standardized Reading Test" shows that 18 out of 19 students or 95 percent improved one stanine or more; one student increased one half stanine.

The third outcome objective stated at least 50 percent of the parents of the target group will show a 5 percent increase on 8 out of 10 responses on the questionnaire. This objective was measured by comparing responses to a pre- and post- questionnaire constructed by the author (Appendix A:83-84). Criteria used to determine the increase was at least one point more positive response on 50 percent of the post questionnaire than on the pre questionnaire. Appendix TT:202 "Pre And Post Results of Parent Questionnaire" reveals that 100 percent of the parents showed a 35 percent or greater increase in all 10 responses.

Students were pleased with the small classroom size and commented on how special they felt. They were grateful for the opportunity to increase their reading skills. Students perused their post test scores on the Gates MacGinitie Reading Test and were overjoyed with their progress. Learning teams provided experiences which sharpened their social skills as well as their academic skills. Through brainstorming, mapping, and role playing, they learned how to be more tolerant of their friends, family, teachers, and themselves. Behavior problems had arisen with four of the students and their teachers, however, these students were able to work out solutions with their teachers which were amicable to both. Not one of the 19 students was sent to the office for discipline. This was a victory! Highlights of the program occurred when students participated in the ROPES Program at the Behavioral Center. It was there they discovered the importance of following directions and of trusting each other. The field trip to the community college provided face-to-face meetings with other young adults who had chosen to pursue vocational education. Students were excited to see resources available to them. They especially enjoyed eating in the college cafeteria. Another important activity the students were involved in centered around deciding on a school project. They decided to set up a career booth on Career Day . In order to do this, they had to learn how to operate the Choices Jr. computer program and the COIN microfiche program. Students rotated shifts throughout the day and explained the career materials to their sixth, seventh, and eighth grade peers. Students felt very confident as they explained their wares. When the day ended, students were responsible for returning all equipment and materials to the media center.

The mentoring segment of this project provided a new insight for the proteges as they discovered that teachers could be their friends. Many wonderful experiences surfaced because of these mutual friendships. Mentors and proteges were involved in activities such as reupholstering chairs for the guidance office, making Halloween decorations for office personnel, working on computers, fixing combination locks on lockers, going out for ice cream after school, walking around school campus, studying together, or having a quiet lunch. Very often mentors left notes of encouragement or little snacks that were delivered to their proteges. Mentors, too, felt like special people especially when the proteges arranged the adoption ceremony. The most remarkable comments came from the custodian and office personnel as they shared their feelings of truly "belonging" to a program that was making a difference in the lives of their proteges. Mentors and their proteges had one major concern, however, as the weeks passed; they wanted to know what would happen to their friendships once the program was over. Mentors and proteges decided to maintain their friendships.

Sharing sessions were important to the mentors and to the practicum author. These sessions provided not only an exchange of ideas but most of all comraderie and support. Because the mentoring program was such a success, many staff members have requested becoming mentors of future members in the resource program.

Parents were overjoyed with the successes their child reaped as the result of this program. A total of seventy-five calls were logged to parents during the implementation period. Parents appreciated keeping abreast of progress and being invited to meetings. Never before in the history of this middle school had parent workshop-meetings been so successful. Many of the parents wrote letters of thanks because for the first time in their child's school career, they looked forward to going to school. Results of the mid course parent evaluations showed a growing concern for wanting to keep their child in the resource program for the entire year. Toward the end of the implementation period, the practicum author, students, and parents met to discuss the readiness level of those who would be terminated. Although students were given an option to remain in the program, the practicum author felt seven of the target group were confident enough to be mainstreamed. The principal, assistant principal, and the practicum author agreed to allow the remaining twelve students to stay in the program an additional six weeks.

Remarks from parents on their final evaluation of the program included the following comments:

> - "My daughter is better able to express her feelings. She is more understanding of her actions and consequences, and she is more comfortable with herself."
> - "My son has a more positive attitude regarding school and his capabilities."
> - "My daughter is more confident and happier about work she wouldn't do at all before."
> - "My son has established some self-esteem. He seems to have set goals and is working towards them."
> - "My son really likes the resource program. He has become more open and able to talk about his feelings. He realizes people and teachers care to listen!"
> - "Since my son has been in the resource program, I see that he has a positive attitude towards teachers, school, and family."

Parents unanimously agreed that their involvement with their child in the resource program played a major part in their child's success. Appendix UU:204 "Academic Grades of 4th Nine Weeks of Seventh Grade Compared to 1st Nine weeks of Eighth Grade" shows a comparison of grades these students received in the fourth grading period in seventh grade as compared to the first grading period in the eighth grade. Specifically, 16 percent went up in four subjects; 26 percent went up in three subjects; 42 percent went up in two subjects; and 11 percent went up in one subject. In other words, 95 percent of the students went up in one or more subjects!

Team teachers were supportive of efforts to help the target students. Filling out weekly paperwork on each student was additional work, but the teachers were willing to cooperate. Teachers also took the time to relay personal messages about students who showed marked improvement in their academics as well about those who needed extra help.

Many people were responsible for making this project a success. Students, parents, mentors, teachers, administrators, and members of the community maintained a spirit of caring, support, and understanding throughout the twelve-week implementation period.

Letters of gratitude were sent to managers of the Olive Garden Restaurant, Red Lobster Restaurant, General Cinema, P.T.A. president, speakers from University Behavioral Center, Drug Enforcement Agency, Dividend Program coordinator, and to the county office Dropout Prevention personnel for their assistance in making this practicum a success.

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CHAPTER V

Recommendations

Many factors contributed to the success of this project. People working with "at-risk" students must be interested in them, should be able to work effectively with members of the staff, and should volunteer to work with the program rather than be assigned. Other factors which contributed to the program's success included support from the administration, mentors, parent and teacher cooperation, community support and finally the structure of the program itself.

Massive numbers of students dropping out of school is a responsibility of parents, educators, and members of the community. If the main goal of education is to allow students opportunities of becoming productive members in society then people must work together to make this possible. Efforts to establish a parent-school relationship or to involve parents in policy-making decisions can help bridge the gap between home and school. Principals need to make efforts to train teachers about the benefits of parent involvement. Teachers also need to realize that parents can complement their work in the classroom. By teachers learning skills about how parents can help their child and how to involve parents, teachers can establish a common ground in carrying out the school's mission of educating every child.

Lipsitz (1984) believed that effective middle schools share a clarity of mission, have close student-adult relationship, provide an intimate-caring environment for both students and staff, have a high degree of student participation in the decisions of the school, reflect high but flexible expectations for students, and provide diverse opportunities for achieving success. The solution strategy for this practicum incorporated all these elements. In view of this, the chances of the project being successful were high. Beacuse the practicum was so successful, the practicum author will:

1) Recommend that the project be expanded and implemented on a continuous basis at the site school.
2) Provide more instructors at the site school with opportunities to become mentors.
3) Provide material that can be used as resources at other middle schools wanting to implement the project.
4) Give a staff development workshop at the district level for middle schools in the district wishing to duplicate the project.
5) Write an article for a professional journal about the project's success.
6) Write a mini grant to secure funds for

program rewards.

There are no quick fixes for students at-risk. Educators, however, need to realize that these students are special in their own way and that each has a talent to do something. There are many dropout prevention programs across the nation with grand expectations; the ones which are successful are the ones encompassing care, concern, change , and creativity. With these elements, students will develop positive self-esteem and be able to function meaningfully in their society.

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APPENDICES

APPENDIX A

PARENT QUESTIONNAIRE

APPENDIX A

PARENT QUESTIONNAIRE

Name ______________________________

Dear Parents/Guardians,

Please read the statements below and respond by placing a check (v) mark nearest the response that best describes the situation.

1. There is open communication between home and school about the Resource/Tutorial class.
   A. All of the time
   B. Most of the time
   C. Some of the time
   D. Hardly ever
   E. Never

2. I would like the teacher to contact me about my son's/daughter's progress either by phone call, letter, or conference.
   A. All of the time
   B. Most of the time
   C. Some of the time
   D. Hardly ever
   E. Never

3. I help my son/daughter with homework.
   A. All of the time
   B. Most of the time
   C. Some of the time
   D. Hardly ever
   E. Never

4. Homework is the responsibility of the school.
   A. All of the time
   B. Most of the time
   C. Some of the time
   D. Hardly ever
   E. Never

5. I talk to my son/daughter about his/her schoolwork.
   A. All of the time (Everyday)
   B. Most of the time (Every other day)
   C. Some of the time (Once a week)
   D. Hardly ever (Only when report card comes home)

6. I check my son's/daughter's folders to see his/her schoolwork.
   A. All of the time
   B. Most of the time
   C. Some of the time
   D. Hardly ever
   E. Never

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APPENDIX B

PROGRAM CHART

APPENDIX B

PROGRAM CHART

WEEK	PARTS I & II PRACTICUM AUTHOR WITH TARGET STUDENTS	PART III MENTORS/PROTEGES	PART IV TEAM TEACHERS	PART V PARENTS/PRACTICUM AUTHOR
1	~Learn Names-Ice Breaker Activities ~Explain Overall Program ~Establish Rules & Conseq *CTS	~Choose Mentors of **PRO-Team ~Inf.Sheet for Mentors ~Mentor Inservice Training by Pract. Author ~Thank you letters		~Letter inviting parents to learn about Resource Program ~Phone calls to schedule appts with pract.author
2	~Gates MacGinitie Test ~Interest Surveys for Mentors ~Students choose mentors	~Proteges Choose mentors ~Inservice for Mentors by Dividend Program	~Teachers receive letter from practicum author introducing program	~Parent Conferences
3	~Establish 12 Wk. Goals ~Individ.Reading Groups in Learn. Teams ~Brainstorm *CTS Attitude & Self-Confidence	~Mentors meet Proteges ~Topic: Building Friendship ~Mentors' Log	~Teachers will submit Weekly Lesson Plans to practicum author	~Prepare invitations for parents' meeting ~Parent conferences
4	~Brainstorm ideas for school project ~speed read.techn. ~Discuss "Predicting Outcomes" and elements of cooperative behavior	~Mentors discuss goal setting w/proteges *CTS ~Mentors meet w/ practicum author ~Mentors' logs	~Teachers will submit weekly progress reports and lesson plans	~Send invitations for parents' meeting
5	~School Project: Decision-Making model using *CTS ~Reading Skills-Cooperative Learning Teams	~Mentors discuss "Attitude Build." *CTS ~Mentor Luncheon/ Adoption Ceremony ~Mentors' logs	~Teachers will submit weekly progress reports and lesson plans	~Phone parents to remind them about meeting ~Weekly progress reports
6	~Mid-course Evaluation ~School Project Update ~Peer Pressure: Assertive Behavior by *CTS (Role-playing)	~Mentors Mid-course Evaluations ~Mentors discuss "Anger & Self-Control" *CTS ~Mentors meet w/ practicum author ~Mentors' logs	~Teachers will submit weekly progress reports and lesson plans	~Parent mid-course evaluations ~1st parent meeting ~Invite parents to 2nd meeting ~Weekly progress reports

WEEK	PART I & II PRACTICUM AUTHOR TARGET STUDENTS	PART III MENTORS/PROTEGES	PART IV TEAM TEACHERS	PART V PARENTS/PRACTICUM AUTHOR
7	~Sch. Proj.Update ~Guest spkr.: Ropes Program ~Handling Family Relationships;How to deal with Conflicts in family *CTS ~Reading skills-Coop. Learn. Teams	~Mentors discuss "Peer relation & I Feel Statements" *CTS. ~Mentors' logs	~Teachers will submit weekly progress reports and lesson plans	~Plan 2nd parent meeting ~Thank you notes to parents for attending workshop ~Weekly progress reports
8	~Career Awareness Activities ~Implem. of school project ~Field trip-Ropes Program ~Reading skills-Cooperative Learn. Teams	~Mentors discuss "Inside & Peer Pressure" *CTS ~Guest speaker ~Mentors meet w/ practicum author ~Mentors' logs	~Teachers will submit weekly progress reports and lesson plans	~Make invitations for 2nd parent meeting ~Weekly progress reports
9	~Role playing situations involv.anger &conflict with friends/fam. *CTS ~Read.skills-Coop. Learn. Teams	~Mentors discuss "Ways to say no to negative peer pressure" *CTS ~Mentors' logs	~Teachers will submit weekly progress reports and lesson plans	~Send invitations for 2nd parent meeting ~Weekly progress reports
10	~Topic: Making Healthy Choices Brainstorm.*CTS ~Films: Just Beer; Alcohol, Drugs & You ~Reading skills-Coop. Learn. Teams	~Mentors discuss "Problem Solving Technique" *CTS ~Mentors meet w/ practicum author ~Mentors' logs	~Teachers will submit weekly progress reports and lesson plans	~Confirm invitations by telephone ~Weekly program reports
11	~Topic: Goals for Healthy Living .*CTS ~Field trip: Seminole Community College ~Speaker from Drug Enforcement Agency	~Mentors discuss "What will it take to be successful in life" *CTS ~Mentors' logs	~Teachers will submit weekly progress reports and lesson plans	~Final parent evaluations ~2nd parent meeting
12	~Post Tests:Gates MacGinitie & Piers Harris Self-Conc. ~Course eval. by students ~Final conferences w/students	~Final mentor and protege eval. ~Final mentor mtg. w/practicum author ~Final mentor/protege meeting	~Teachers will submit weekly progress reports and lesson plans	~Send parents certificates of appreciation

*CTS - Critical Thinking Skills

**PRO-Team - People Reaching Out (Faculty & Staff members)

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APPENDIX C

MENTOR INFORMATION SHEET

MENTOR INFORMATION SHEET

AN INTRODUCTION OF MYSELF TO MY STUDENT

APPENDIX C

Hello.

I am (name) ______________________ I like to be called __________

I work at ______________________ My job title is __________

My work address is ______________________ (phone #) __________

(city) ______________________, FL (zip) __________

MY JOB DUTIES ARE:

____

____

____

OTHER ACTIVITIES I PARTICIPATE IN:

PROFESSIONAL	IN THE COMMUNITY
______________	______________
______________	______________
______________	______________

Some personal information about myself I would like to share:

____

____

____

____

How I got where I am today: ______________________

____

____

The reason I would like to be a mentor: ______________________

____

____

Reprinted with permission Schaffner, Youth Motivators: Guide

APPENDIX D

MENTOR THANK YOU LETTER

MENTOR THANK YOU LETTER

APPENDIX D

THANK YOU

August 26, 1991

Dear Colleagues,

Thank you for accepting the invitation to be a mentor to a student in the Educational Alternative Program. After doing much research this summer on dropout prevention programs, specifically on students "at risk," it became quite clear that these students need to identify with at least one caring adult.

Eighteen staff members and teachers have been chosen to pilot the PRO (People Reaching Out) Team at Tuskawilla. The goal of the PRO-Team is to provide understanding, support, guidance, and love to students who have been identified as being "at-risk" of dropping out of school. In other words, your job is to be a FRIEND!

We will meet for the first time as a group on Wednesday, August 28, at 2:35 - 3:00 p.m. in the Educational Alternative portable (1B). At that time, I will give you a form to fill out "An Introduction of Myself To My Student" and a few tips about how the program will operate.

I have worked out a 12-week time line, but I need your input on administrative matters. The success of the PRO-Team is dependent upon your commitment to the program. I know I can count on YOU to make a difference!

Thank you again for your support. Happy mentoring!

Sincerely,

Joyce Joseph

Joyce Joseph

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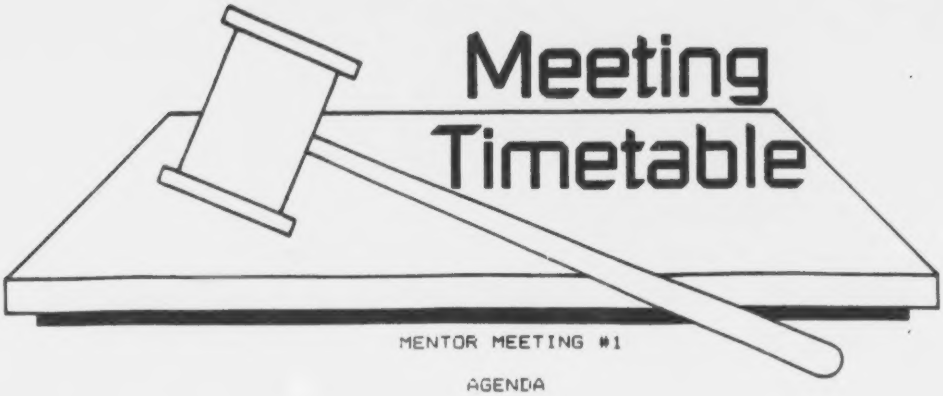
APPENDIX E

MENTORS' MEETING #1 AGENDA



MENTOR MEETING #1

AGENDA

I. Introduction - Maslow's Hierarchy of Needs

II. Mentor's Responsibilities
  A. Understanding
  B. Support
  C. Guidance
  D. Love

III. District Criteria for Resource/Tutorial Model
Students are eligible for this program if they are disinterested or unsuccessful in school. Students must match at least two of the following criteria in order to be eligible for this program. Exception: Student is eligible for the program if they match either criteria 5 or 6.

1. Student has 18 or more absences in one school year. Monday and Friday count as two absences.
2. Student has been retained at least one time or is two or more years older than the average age for the grade level.
3. Student has three or more "D's" or "F's" for the most current grading period.
4. Norm reference test scores are significantly below expectations.
5. Student has previously served in a dropout prevention program and has been recommended for continued placement by student services personnel or student study team.
6. Student has a personal or family problem documented by student services personnel, that interferes with school progress.

IV. Fill out Mentor Information Sheet

V. Make list of lunch and plan periods

VI. Choose mentoring day (Wednesday or Thursday)

VII. Explain Mentor's Log - turn in each week to my mailbox

VIII. Mentor folder - keep log, worksheets, and other ideas for mentoring sessions

IX. PRO-Team mailboxes will have a coral, adhesive dot to expedite passing out information, ideas, worksheets. Feel free to share neat ideas!

Meet Your TMS PRO-TEAM

SEE YOU WEDNESDAY
SEPT. 4 2:35-3:35 IN Room 18

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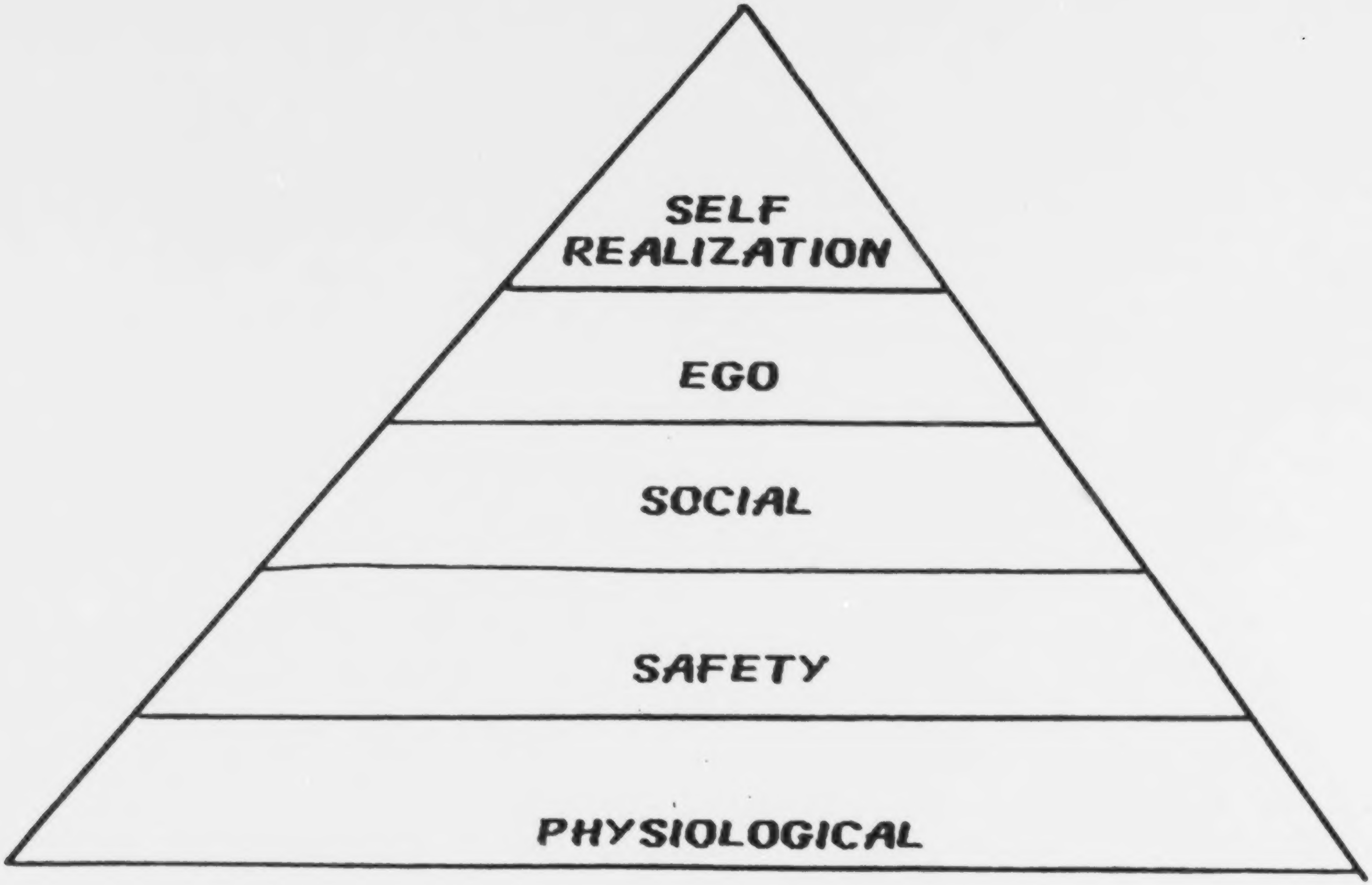
APPENDIX F

MASLOW'S HIERARCHY OF NEEDS

APPENDIX F

MASLOW'S HIERARCHY OF NEEDS


SELF
REALIZATION
EGO
SOCIAL
SAFETY
PHYSIOLOGICAL

(Hersey and Blanchard, 1988:33)

APPENDIX G

BE A FRIEND

APPENDIX G

BE A FRIEND

TUSKAWILLA MIDDLE SCHOOL
PRO-TEAM

BE A FRIEND

LOVE

LISTEN

SUPPORT

GUIDE

LET'S SEE
OUR STUDENTS PICTURES IN THESE PLACES!

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APPENDIX H

GETTING STARTED

GETTING STARTED

General Philosophy Of Helping

- All students are deserving of respect.
- Students can be responsible for their behavior.
- Students are lovable and capable; their actions may not be.

Model the Behavior You Desire

- If you want respect, loyalty, and courtesy from your student, you can bring them about much more easily and quickly by displaying them yourself rather than merely preaching about them.
- A student is impressed and influenced far more by your example than by your words.
- Imitation is a highly effective and efficient form of learning.

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Reprinted with permission Schaffner, Youth Motivators:Guid

APPENDIX I

MIDDLE GRADE INTERVENTION

Needs of At-Risk Youth

The needs of At-Risk Youth are basically the same as needs of any middle school student, but attempts to meet their needs must be more pronounced and well defined.

- Instruction that is individualized and personally delivered.
- Teaching/learning activities that involve student participation and physical activity.
- Interactions (small group) that help with problem solving and coping skills.
- Consistent expectations of behavior and academic performance.
- Rewards/Consequences that cause the students to take responsibility for their actions.
- The feeling of being a valuable part of the classroom.
- Pride in knowing they've been successful.

After identifying the At-Risk Youth and understanding their needs, the next step is to develop strategies for teaching these students.

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Strategies for Teaching At-Risk Youth

- Explain the reasons for classroom rules.
- Enforce rules consistently — Be Fair!
- Vary learning activities such as field trips, projects, interviewing, etc.
- Contract with students — agree on expectations, consequences and rewards.
- Reward academic, behavior and attendance improvement.
- Communicate personally with parents about school progress and possible solutions for problems.
- Refer students to proper school personnel — counselors, administrators.
- Take a personal interest in the student.
- Provide personal feedback to students about progress.
- Get feedback on your own efforts. Track your students into high school and to graduation.

Research continues on the at-risk student population. Your interest and concern for these young people has been demonstrated by reading this brochure. By implementing the suggested strategies in the classroom, the overall learning environment should be more productive and students will be more likely to complete their education.

Anderson School District One
P.O.Box 99
Williamston, SC 29697

MIDDLE GRADE INTERVENTION

Teaching At-Risk Youth

APPENDIX I

Sandy Addis, Project
Director

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Dropping Out – A National and Societal Crisis

urrent figures indicate that one out of every ur students leaves school before graduating. his problem is gaining national prominence ecause of its effect on our nation, our society, ur schools, and our young people.

ropouts cost an estimated $77 billion each year lost tax revenues, welfare, unemployment ayments, and crime prevention services. As a ation we are losing our stronghold in the world arketplace because of diminished productivi- y. As a society we are losing because of the aste of human potential. Our schools suffer om poor attendance, disruptive behavior, and educed enrollment. Young people leaving our hools before graduation have difficulty leading roductive lives. Many have trouble finding mployment. Tony Reynolds, a recovered drop- ut stated, "I returned to high school after I alized that I couldn't find a good job or enter e military without a diploma."

The Need for Intervention

"Students who drop out of school face a life of uncertainty. They have fewer job options and limited income potential. They need encouragement and education which motivates them to complete school, thereby improving the quality of life for them and their families."

Dr. Jay Smink
Executive Director
National Dropout Prevention Center

According to the Carnegie Council, young adolescents (10-15 years old) are among the estimated 7 million students who are extremely vulnerable to multiple high risk behavior and school failure. Another 7 million may be at risk, but remain a cause for serious concern.

Middle grade schools are potentially the most powerful source in today's society to help every young person thrive during early adolescence. Yet, all too often these schools aggravate the problems of young adolescents.

As a classroom teacher, you have an opportunity to influence students to remain or to leave school. The information in this brochure can help you to help them make a positive and productive choice for their futures.

Identifying At-Risk Behavior

The list of factors below is not the only indicator of At-Risk Behavior. However, the probability is high that a student who is influenced by one or more of these circumstances will drop out of school unless someone intervenes.

- Does not participate in routine classroom activities.
- Fails to complete homework.
- Absent frequently.
- Influenced easily by peers.
- Perceives future unrealistically.
- Lacks decision making and coping skills.
- Retained one or more times.
- Scores low on standardized test.
- Changes schools frequently.
- Involvement by parents limited or nonexistent.

Student perceptions of teacher behavior are often a determinant in the decision to remain in school. Thirty-one percent of males and ten percent of females surveyed stated that a primary reason in their decision to leave school was their inability to "get along" with teachers.

APPENDIX J

MENTOR'S WEEKLY LOG

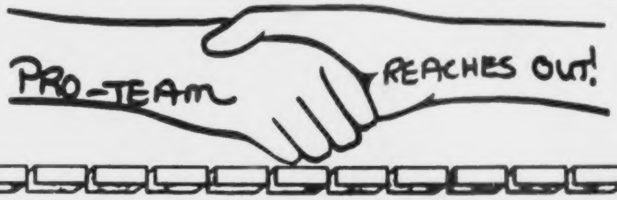
APPENDIX J

MENTOR'S WEEKLY LOG

PRO - TEAM

MENTOR'S LOG

DATE	TIME	TOPIC


PRO-TEAM
REACHES OUT!

APPENDIX K

PARENT LETTER

APPENDIX K

PARENT LETTER

August 26, 1991

Dear Parent/Guardian,

Welcome to an exciting year at Tuskawilla Middle School. It's great to be back on campus! I hope that you and your family enjoyed your summer and that your son/daughter is ready to begin a new year.

I have been working on a special 12-week plan for the Resource class. After doing much research this summer on the Resource/Tutorial Model, I found that parent involvement is a KEY factor in assuring your child's success in school.

I would like the opportunity to visit with you and share ideas. I am scheduling individual appointments at Tuskawilla Middle School in Portable 1 B on the following days:

Tuesday, Sept.3 Beginning at 4:00 pm - 7:00pm
Wednesday, Sept.4 Beginning at 4:00 pm - 7:00pm
Thursday, Sept. 5 Beginning at 4:00 pm - 7:00pm
Friday, Sept.6 Beginning at 4:00 pm - 7:pm
Saturday, Sept.7 Beginning at 10:00am - 2:00pm

The meeting will last less then 30 minutes. If you have small children, bring them along. Please indicate at the bottom of this letter the day, date, and time that we can meet. If this schedule is inconvenient, call me at home in the evening (831-6819) and we will decide on other arrangements.

I really need your help!

Sincerely
Mrs. Joyce Joseph
Mrs. Joyce Joseph

Return this portion to school

Name of Parent/ Guardian ____________________

1st Choice ____________________

2nd Choice ____________________

THANK YOU

APPENDIX L

WEEKLY PLAN SHEET

WEEKLY PLAN SHEET

WEEKLY PLAN SHEET

NAME ____________________

Week ______________ Reading ______________

Monday	Tuesday	Wednesday	Thursday	Friday

EVALUATION

DID I COMPLETE MY WORK? ______________________________

WHERE DID I HAVE TROUBLE? ______________________________

TEACHER COMMENTS ______________________________

PARENT/GUARDIAN SIGNATURE

APPENDIX M

POINTS: READING MATERIALS

APPENDIX M

POINTS:

READING MATERIALS

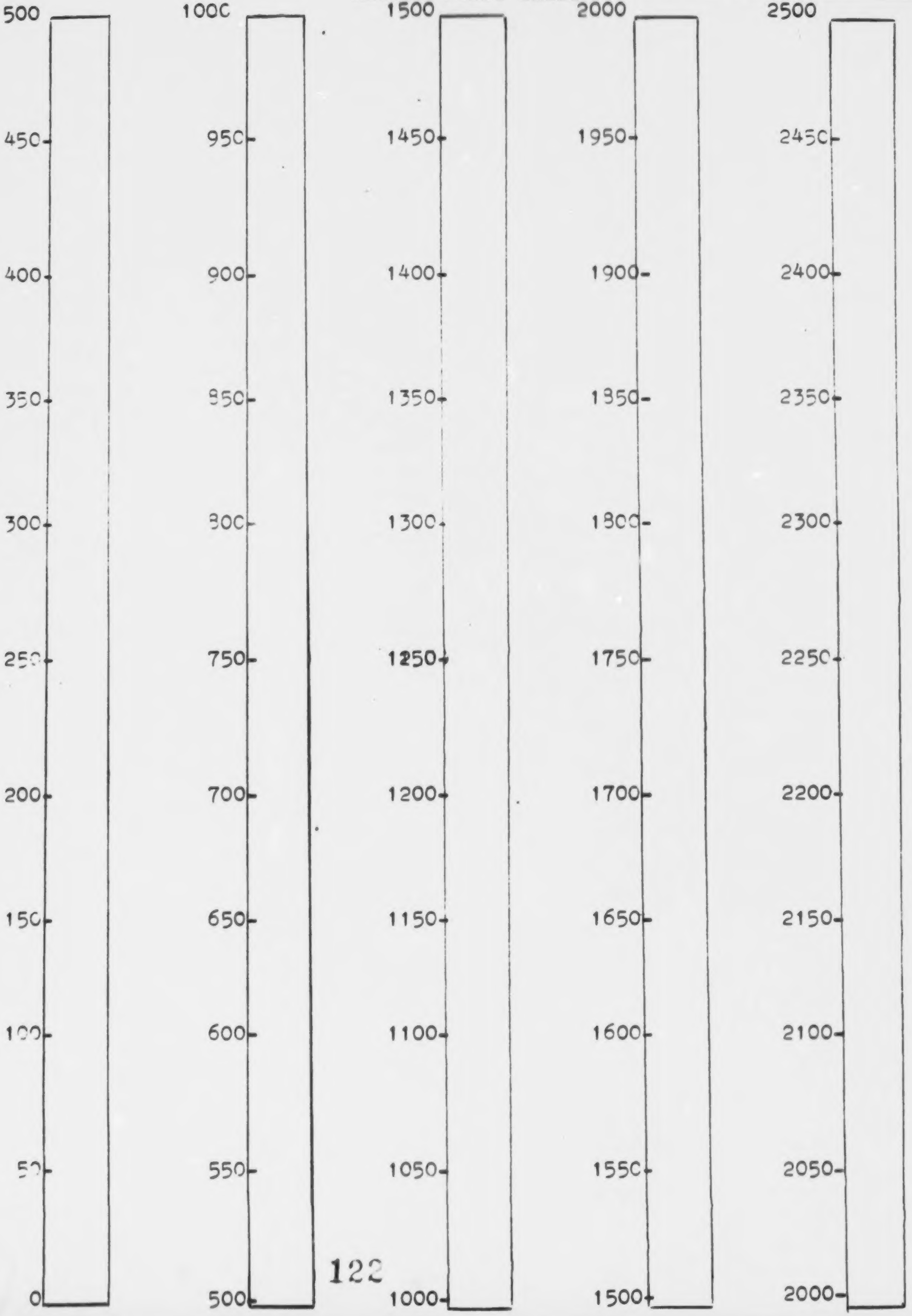
SELECTION	POINTS
Heroes	50
Monsters Jamestown	50
Phenomenon	50
Attention Span Stories Jamestown	100
Spotlight Random House	50
Triple Takes Reader's Digest	50
Superstars Series Steck Vaughn Co.	75
Timed Readings Jamestown	50
Six-Way Paragraphs Jamestown	50
Project Achievement Spache and Spache	50
Reading for Understanding Science Reasearch Associates	25
Specific Skills Series Barnell Loft	50
Reading Skills Builders Reader's Digest	100
Graphical Comprehension Jamestown	75
Real Life Skills Scholastic	50
Science Stories	25
Best Selling Chapters	150
Textbook Outline	150
Free Reading	5 pts./pg.
Computers (if available)	5 pts./min.
Original Stories	100
Project Reports	50-200
Newspaper Articles	100
Study Groups for tests/quizzes	150

APPENDIX N

MASTER POINT SHEET

APPENDIX N
MASTER POINT SHEET

NAME ____________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APPENDIX O

PROTEGE INFORMATION SHEET

APPENDIX O

PROTEGE INFORMATION SHEET

THE MENTOR PROGRAM
AN INTRODUCTION OF MYSELF TO MY MENTOR

Hello,
I am (name) ______________________ I like to be called ____________

I am (age) ______ years old in the ______ grade. I attend ______________

High School. I live with my ______________ at (address) ____________

______________________ (phone) ______________

(city) ______________________. FL (zip) ______________

THE SUBJECTS I TAKE ARE:

1. ______________________ 2. ______________________

3. ______________________ 4. ______________________

5. ______________________ 6. ______________________

7. ______________________

OTHER ACTIVITIES I PARTICIPATE IN:

At School	In the Community
______________________	______________________
______________________	______________________

The best thing I can say about myself is: ______________________

____

____

One thing I would like to change or improve about myself is: ____________

____

____

When I think about my future - the goals I would like to reach are: ____________

____

A mentor can help me by: ______________________

____

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Schaffner, Youth Motivators: Guide

APPENDIX P

YOUTH MOTIVATOR/COMPACT MENTOR TRAINING

APPENDIX P

D÷V÷DENDS
SEMINOLE COUNTY SCHOOL VOLUNTEER PROGRAM

Art-See
Business Partners
Classroom Volunteers
Community Resource Speakers
COMPACT
Digalo en Espanol
Intergenerational
Math Super Stars
Rockin' Readers
Super Scientists
WHO We Help Ourselves
Who's Who in Art
Youth Motivators

YOUTH MOTIVATOR/COMPACT MENTOR TRAINING

History

Adolescence: Passage, tasks, separation

Communication

Listening Skills

Basics of Helping

Application Process: Mentor Introduction Form, Driver's License Form, Confidentiality Advocacy

P.O. Box 703 • Altamonte Springs, Florida 32715-0703
(407) 834 - 8211

APPENDIX Q

TIME LINE : MENTORS/PROTEGES

APPENDIX Q

T.M.S. Pro-Team
people Reaching OUT!

Time Line
Mentors/Proteges

Week of	Week	Activities
8/26	1	Attend first meeting Pro-Team Wed. 8/28, 3-3:45, portable 1B. Fill out "Introduction of myself to my student" sheet. Attend "mentoring" workshop Wed., 9/4 2:35-3:35, Tm.9.
9/2	2	Proteges review Mentor Information Sheet and adopt a mentor. Training Workshop Wed. 9/4, 2:35-3:35 in Tm.9.
9/9	3	Protege meets mentor. Emphasis on getting acquainted. Mentor writes log and puts in J. Joseph's mailbox.
9/16	4	Second meeting with protege. Emphasis on short and long term goal setting. Mentor writes log and puts in J. Joseph's mailbox. Mentor meeting on Wed. 8/18, 8:30 in Tm.9.
9/23	5	Third meeting with protege. Emphasis on positive attitude. Follow up on short term goals. Mentor writes in log and puts in J. Joseph's mailbox.
9/30	6	Fourth meeting with protege. Emphasis on anger. Follow up on short term goals. Mentor writes in log and puts in J. Joseph's mailbox. Mentor meeting on Wed. 10/2, 8:30 in Tm.9.
10/7	7	Fifth meeting with protege. Emphasis on peer relationships. Follow up on short term goals. Mentor writes in log and puts in J. Joseph's mailbox.
10/14	8	Sixth meeting with protege. Emphasis on peer pressure. Follow up on short term goals. Mentor writes in log and puts in J. Joseph's mailbox. Mentor meeting on Wed. 10/16, 8:30 in Tm.9.

APPENDIX R

IDEAS FOR MENTORS AND PROTEGES

APPENDIX R

IDEAS FOR MENTORS AND PROTEGES

Go the Extra Mile

IDEAS FOR MENTORS AND PROTEGES

- TALK WITH STUDENT ABOUT SUCCESSES DURING THE WEEK
- DISCUSS ANY ACADEMIC OR SOCIAL PROBLEMS
- REVIEW WEEKLY PROGRESS REPORTS AND COMPLETED ASSIGNMENTS
- ALLOT TIME FOR HELPING WITH HOMEWORK
- TAKE AN INTEREST IN STUDENT'S FOLDERS. ENCOURAGE STUDENT TO BE ORGANIZED. SHOW THEM HOW!
- TAKE A WALK OUTSIDE AND TALK
- BE A GREAT LISTENER
- PLAY A GAME OF CHESS OR CHECKERS.
- EAT LUNCH TOGETHER

APPENDIX S

HOMEWORK TIPS FOR PARENTS

For the parent(s) of ______________________________

Homework is an excellent way to teach your child the importance of starting, sticking with and completing a job. It is also an opportunity to teach your child to do the best work he or she can. But your child may rush through homework in order to play, talk on the phone, watch TV, etc. You need to let your child know that doing homework and doing it well is a responsibility. Letting your child rush through an assignment or do sloppy work is teaching that it is all right not to do his or her best work.

Here's what to do when children don't do their best work:

---

1 Tell your child what you expect.

"I have been looking at your homework assignments and I know you can do a better job. You are not to rush through your assignments. I want you to take your time and do the best work you can. Sloppy work with a lot of mistakes is not acceptable."

---

2 Praise your child when he or she does good work.

Simply telling your child what you expect may be enough to inspire better work. If so, your child is doing better work *for you* and you need to be there to recognize it. After you have talked with your child, check the very next assignment. If the work is better, praise the effort by saying things like, "Great job getting your homework done," or, "I like how neat your work is today. Keep up the good work." Praising your child for good work is the best way to encourage continued best efforts.

---

3 Institute Mandatory Homework Time.

If your child still rushes through homework, it is probably because the faster it is done the more time he or she will have to play or watch TV. Mandatory Homework Time takes away these advantages of getting homework done as fast as possible.

Mandatory Homework Time means that a child must use the entire scheduled Daily Homework Time for homework or other academic activities *whether or not homework is completed*. In other words, if an hour is allotted each night (7:00 p.m.—8:00 p.m., for instance), the entire hour must be spent on homework. If homework is finished, the rest of the time must be spent on other academic work such as reading, reviewing textbooks or practicing math. When children learn that rushing through homework will not be rewarded with more free time, they will learn quickly to slow down and do a better job.

Continued on back

4 Provide additional incentives.

To encourage your child to continue good work, give a reward or a point toward a prize each time homework is completed. For instance, each night he or she does a good job on homework, one point is earned. When five points are earned the child is rewarded with an extra privilege.

5 If all else fails, contact the teacher.

If after trying the first four steps your child is still not doing his or her best work, contact the teacher. You and the teacher must work together to improve your child's performance.

KEEP THIS IN MIND: You cannot allow your child to be indifferent about homework. If your child learns that it is all right not to do his or her best work, that attitude can be carried outside of school to a job where a boss is much less sympathetic about sloppy work.

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1991

For the parent(s) of ______________________________

When your child would rather battle with you every night rather than do homework, it is time to set firm limits. Your child may openly refuse to do homework or lie to you or to the teacher about why it hasn't been done. To solve this problem, you must make it clear to your child that choosing not to do homework is choosing not to enjoy certain privileges.

Here's what to do when children refuse to do homework assignments:

---

1 State clearly how you expect homework to be completed.

Tell your child, "I expect you to do all of your homework every night. Under no circumstances will I tolerate your refusing to do your homework assignments."

---

2 Back up your words with actions.

When your child is engaged in a power struggle with you and refuses to do homework, you must make it clear that his or her behavior will result in a loss of privileges. Tell your child: "You can choose either to do your homework or to not have privileges. If you choose not to do your homework, then, until you have finished your assignments, you will lose these privileges: You will not leave this house. You will not watch TV. You will not be allowed to listen to music or use the telephone. You will sit here until all of your homework is done. The choice is yours." Then, stick with your demands. It may take your child several days of sitting idly in his study area to realize that you mean business.

---

3 Praise your child when homework is done.

Praise your child each time he or she does homework. "I really like the way you've been getting your homework done. That's what I expect from you."

---

4 Use a Homework Contract to provide additional incentives.

A Homework Contract is an effective motivator for children of any age. It is an especially valuable tool because it encourages children to accept responsibility for an agreement made between you and your child. A Homework Contract is an agreement between you and your child that states: "When you do your homework, you will earn a reward." For example: "Each day that you bring home your homework and complete it during Daily Homework Time, you will earn one point. When you have earned five points, you may choose one night to stay up late." The younger the child, the more quickly he or she should be able to earn the reward.

Continued on back

5 If all else fails, contact the teacher.

With a very difficult child, contact the teacher and request that additional discipline be provided at school for homework assignments not completed. Your child will quickly learn that the school is backing up your efforts.

KEEP THIS IN MIND: Your child must learn that homework is not a battleground. There can be no power struggle over homework; it must be done. Your child must learn that conflict on this issue will not be tolerated.

Homework Without Tears for Teachers © Lee Canter & Associates Inc. Reprinted with permission 1991

For the parent(s) of ______________________________

From time to time a child may forget to bring home books or homework assignments. But when your child *continually* fails to bring home assigned homework, you must take action.

Here's what to do when children fail to bring assignments home:

1 State clearly that you expect all homework assignments to be brought home.

Tell your child, "I expect you to bring home all your assigned work and all the books you need to complete your assignments. If you finish your homework during free time at school, I expect you to bring it home so that I can see it."

2 Work with the teacher to make sure you know what homework has been assigned.

Ask the teacher to have your child make a list of each day's homework assignments. The list is checked and signed by the teacher and brought home by your child. When your child completes the assignments, you sign the list and have your child return it to the teacher.

3 Provide praise and support when all homework assignments are brought home.

Make sure that your child knows that you appreciate it every time he or she brings home all homework assignments. "It's great to see that you remembered to bring home all of your homework. I knew you could do it."

4 Institute Mandatory Homework Time.

If your child still fails to bring home assignments, he or she may be avoiding homework time to play or watch TV. Mandatory Homework Time eliminates the advantages of forgetting homework. Mandatory Homework Time means that a child must use the entire scheduled Daily Homework Time for homework or other academic activities *whether homework is brought home or not.* In other words, if an hour is allotted each night (7:00 p.m—8:00 p.m., for instance), the entire hour must be spent on homework. If homework is not brought home, the entire time must be spent on other academic work such as reading, reviewing textbooks or practicing math. When children learn that their irresponsible approach to homework will not be rewarded with more free time, they will learn quickly to remember to bring home their assignments.

Continued on back

5 Use a Homework Contract to provide additional incentives.

A Homework Contract is an effective motivator for children of any age. It is an especially valuable tool because it encourages children to accept responsibility for an agreement made between you and your child. A Homework Contract is an agreement between you and your child that states: "When you do your homework, you will earn a reward." For example: "Each day that you bring home your homework and complete it during Daily Homework Time, you will earn one point. When you have earned five points, you may choose one night to stay up late." The younger the child, the more quickly he or she should be able to earn the reward.

6 If all else fails, work with the teacher to follow through at school for homework not completed.

If your child continues to forget homework, discuss with the teacher the possibility of imposing loss of privileges at school. Loss of recess or lunch time or after-school detention lets your child know that you and the school are working together to ensure that he or she behaves responsibly.

KEEP THIS IN MIND: Your child must learn to bring home and complete all homework assignments. Accept no excuses.

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1991

For the parent(s) of ____

Some children spend hours and hours on homework when it is really not necessary. They may stop and start and be easily distracted. When your child takes the entire evening to do homework, you need to step in and help solve the problem.

Here's what to do when children take all night to do homework:

1 State clearly that you expect all homework to be done during Daily Homework Time.

Tell your child: "I expect you to get all of your homework done during Daily Homework Time. Your taking all evening to do it must stop at once."

2 Make sure that homework is being done in a quiet study area.

Your child may take too much time to do homework because he or she is working in a distracting environment. Make sure that during Daily Homework Time your child has no access to TV, stereo, or other distractions and is not disturbed by brothers and sisters. You may wish to change the location of the study area if such distractions are present.

3 Provide praise and support when your child does homework on time.

Let your child feel your approval each time homework is finished during Daily Homework Time. "Great job! I am really pleased to see that you got your homework done on time. I'm so proud of you!"

4 Provide additional incentives when appropriate.

Your child may require additional help to develop the habit of getting homework done promptly. A good incentive for solving this particular problem is the Beat the Clock game. To play this game with your child, you first determine how long it should take for the child to finish the homework. Then at the start of Daily Homework Time, a timer (oven timer, alarm clock) is set. If the child finishes the homework appropriately within the given time, a special privilege is earned.

5 Back up your words with action.

If the first four steps do not succeed in getting your child to finish homework during Daily Homework Time, you must take a stand. Tell your child: "You have a choice. You can do your homework during Daily Homework Time or you can

Continued on back

choose not to have privileges. If you choose not to do your homework, then from the beginning of Daily Homework Time until you have finished your homework, you will lose these privileges: You will not leave this house. You will not watch TV. You will not be allowed to listen to music. You will not be allowed to use the telephone to either make or receive calls. You will sit there until your homework is finished. The choice is yours."

KEEP THIS IN MIND: Your child must learn to do homework responsibly and that there are limits to the help he or she can expect from you. Your child must learn to do homework efficiently, productively, and on time.

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For the parent(s) of ______________________________

If your child will not do homework without your assistance, you must make sure that he or she is making a genuine effort in trying to work alone. If your child insists that you sit with him or her all night or continually begs for your assistance, follow the steps below.

Here's what to do when children will not do homework on their own:

1 **State clearly that you expect your child to work alone.**

Tell your child: "I expect you to do your homework without my help. I will not sit with you or do your work for you. I will not be available to answer questions every five minutes."

2 **Provide praise and support when your child works on his or her own.**

Monitor your child during Daily Homework Time. When you see your child working alone, say: "I am really proud of the way you are doing all of this work on your own. I knew you could do it!" Be consistent with your praise.

3 **Help your child build confidence.**

Many children will not work without your help because they feel their homework assignments are just too much to handle on their own. "Chunking" is a great technique to help your child gain the confidence needed to work on his or her own. "Chunking" means dividing a big assignment into smaller chunks you know can be handled successfully. For example, a 20-problem math assignment would be broken into 5 chunks of 4 problems each. The child is rewarded with a prize (raisins, peanuts, etc.) each time one of the chunks is completed until the assignment is finished.

4 **Help your child only after he or she has genuinely tried to solve the problem on his or her own.**

Be sure that your child has tried the problem at least twice before you agree to help. There will be times when something is really too hard for your child to understand, but be sure that you don't step in until he or she has made a genuine effort to solve the problem.

5 **Provide additional incentives when appropriate.**

Another technique to help children learn to work on their own is "Trade-Off." With this game, place a bowl of small candies, raisins or peanuts in front of your

Continued on back

child and say: "Each time you ask me for help with your homework, you will have to give me one of these candies (raisins, etc.). When they are all gone, I won't help you anymore. At the end of Daily Homework Time, you get to keep what's left.

---

6 Back up your words with action.

If the first five steps do not succeed in getting your child to work without your help, it is time to get tough. Make sure that your child knows that at the end of Daily Homework Time you will no longer be available to help and that your child will sit in his or her work space until the work is done—even if it means remaining there all evening. Be prepared for your child to use anger, tears or indifference to get you to back down. Let your child know that such tactics will not work and he or she will remain in the study area until he or she learns to work alone.

KEEP THIS IN MIND: Your child must learn to do homework on his or her own. Relying on you for help will only lead to greater dependence. Your child must develop the confidence to tackle any homework assignment on his or her own.

Homework Without Tears for Teachers © Lee Canter & Associates Inc 1991 Reprinted with permission

For the parent(s) of ______________________________

If your child will not do homework unless there is a parent at home, you must take steps to help your child develop a more responsible approach to homework.

Here's what to do when children will not do homework if you're not home:

1. **State clearly that you expect homework to be done whether you are home or not.**

   Tell your child: "I expect you to get your homework done every night whether or not I am home."

2. **Make sure that the person responsible for child care knows about Daily Homework Time.**

   Make sure that the person responsible for your child's care knows where your child is expected to do homework (in the study area), when homework is to be done (during Daily Homework Time—which should be posted) and how your child is to do it (on his or her own). It is a good idea to sit down with your child and the caregiver and communicate your expectation that homework will be done just as though you were home.

3. **Monitor your child when you're not home to make sure homework is done.**

   Telephone your child at the beginning of Daily Homework Time to be sure homework has begun. Call back, if possible, at the end of Daily Homework Time to make sure your child has completed the assignments. Have your child leave completed homework out for you to check when you get home. You may phase out this monitoring as your child begins to work responsibly.

4. **Provide praise and positive support.**

   Praise your child for homework done in your absence. When you call at the start of Daily Homework Time and find that your child has started on time, say: "I really like the way you got started so promptly, even without my being there." When you get home and find homework completed, tell your child: "Great! You are doing such a good job on your homework when I am not here. Keep up the good work!"

5. **Use additional incentives when appropriate.**

   Special incentives may be necessary at first to get your child into the habit of doing homework without your supervision. A Homework Contract is an effective motivator that can work well with children of any age. It is an especially valuable tool because it encourages children to accept responsibility for an agreement made between them and their parents.

Continued on back

A Homework Contract states:

- That homework will be done whether you are home or not.
- The amount of time in which homework is to be completed.
- The number of points earned each time the child completes homework.
- The reward the child will receive when a certain number of points are earned.

For example, a child might receive 1 point each night homework is completed. When 5 points are reached, a reward is earned. The younger the child, the more quickly the child should be able to earn the reward. For grades 4-6, the contract should be in effect 1 to 2 weeks.

---

6 **Back up your words with action.**

If the first five steps do not work, tell your child that he or she is required to sit in the study area until homework is finished, whether you are home or not. Tell the child: "You have a choice. You can do your homework during Daily Homework Time or you can choose not to have privileges. If you choose not to do your homework, then from the beginning of Daily Homework Time until you have finished your homework, you will lose these privileges: You will not leave this house. You will not watch TV. You will not listen to music. You will sit there until homework is finished. The choice is yours."

If there is no one providing child care, you may have to impose backup disciplinary consequences as soon as you get home. If you find homework not completed, turn off the TV, get your child off the phone, and make sure he or she gets back to work.

---

7 **If all else fails, work with the teacher to take action at school for homework not completed.**

If your child continues to not complete homework, discuss with the teacher the possibility of imposing loss of privileges at school. Loss of recess or lunch time or after-school detention lets your child know that you and the school are working together to ensure that he or she behaves responsibly.

KEEP THIS IN MIND: Regardless of whether or not you're home, your child must realize that he or she is responsible for finishing all homework assignments. Your child must learn that irresponsibility about homework is unacceptable.

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For the parent(s) of ______________________________

If your child puts off starting long-range assignments until just before they are due, it can put stress on the entire family. Typically, this child waits until the last minute and then goes into a frenzy, demanding your immediate help. To solve this problem, you must take steps to teach your child about long-range planning.

Here's what to do when children wait until the last minute to finish assignments:

1. **State clearly that you expect long-range projects to be planned and completed responsibly.**

   Sit down with your child and say that you will not tolerate putting off projects until just before they are due: "I expect you to plan your book reports (term papers, etc.) responsibly. This waiting until the last minute must stop."

2. **Ask the teacher for a Long-Range Planner.**

   Ask your child's teacher to give your child a Long-Range Planner. By using the Long-Range Planner, your child will learn how to break down a large project into small, easily completed tasks and how to distribute the assignment over the period of time given for the project. Insist that your child tell you about each long-range assignment and then help your child use the planner to decide when each step of the project is to be completed.

3. **Provide praise and support for your child as each step is completed.**

   Each time your child completes a step of a long-range project, express your approval: "I think that it is wonderful that you picked out the book for your report so quickly." "I really like how you finished reading the book before the date you scheduled! Keep up the good work."

4. **Provide additional motivators when appropriate.**

   If your child needs additional motivation to complete a long-range project on time, institute a system that allows your child to earn a point toward a reward or privilege each time a step is completed according to the schedule.

5. **Back up your words with action.**

   If the first four steps fail to motivate your child to do long-range planning, it's time to impose restrictions. If the child fails to read a book selected for a book report by the agreed-upon date, take away a privilege (playing outside, watching TV) until the book is read. Unless you set limits, your child is not going to believe that you mean business.

Continued on back

KEEP THIS IN MIND: Your child must learn to budget the time allocated for long-range projects. It's a skill that must be developed if your child is to be capable of taking on larger tasks as he or she grows up.

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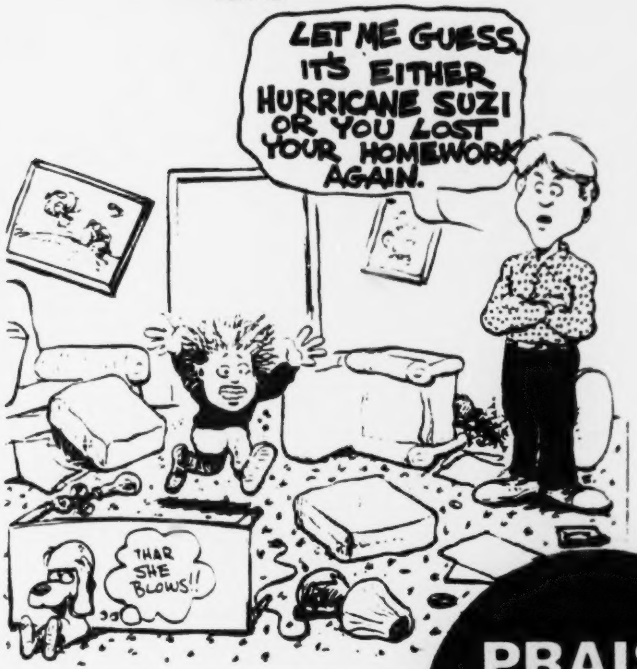
Parent Tip Sheet 2

CHOOSE A HOMEWORK DROP SPOT

HOMEWORK **WITH** TEARS


LET ME GUESS, IT'S EITHER HURRICANE SUZI OR YOU LOST YOUR HOMEWORK AGAIN.
THAR SHE BLOWS!!

Remembering to bring homework assignments back to school is an important responsibility your child must develop. Choosing a special Homework Drop Spot at home will help your child develop the habit of always putting completed assignments in the same place each night.

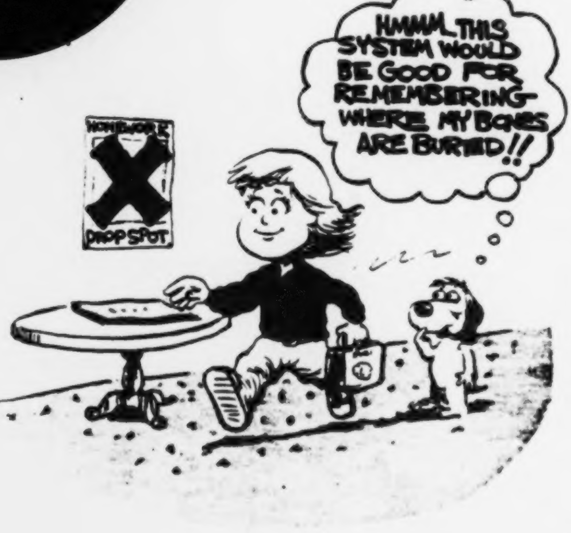
Help your child choose a Homework Drop Spot that's easy to "spot" on the way out the front door in the morning.

PRAISE

HOMEWORK **WITHOUT** TEARS

Agree on the Homework Drop Spot your child chooses. Make sure it is in a location that is convenient for you, too.

Respect the Homework Drop Spot. Don't let other things clutter or cover it.


HMMM, THIS SYSTEM WOULD BE GOOD FOR REMEMBERING WHERE MY BONES ARE BURIED!!
HOMEWORK
DROP SPOT

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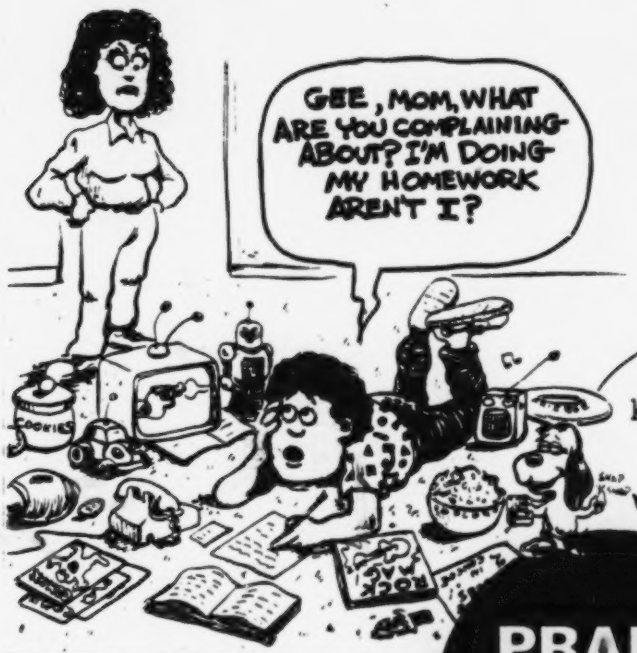
Parent Tip Sheet 3

SET UP A STUDY AREA

HOMEWORK **WITH** TEARS

To do homework successfully, your child must have a place in which to work. The study area must be well-lit, quiet, and have all necessary supplies.


GEE, MOM, WHAT ARE YOU COMPLAINING ABOUT? I'M DOING MY HOMEWORK AREN'T I?
COOKIES

Keep the radio and TV off while homework is being done.

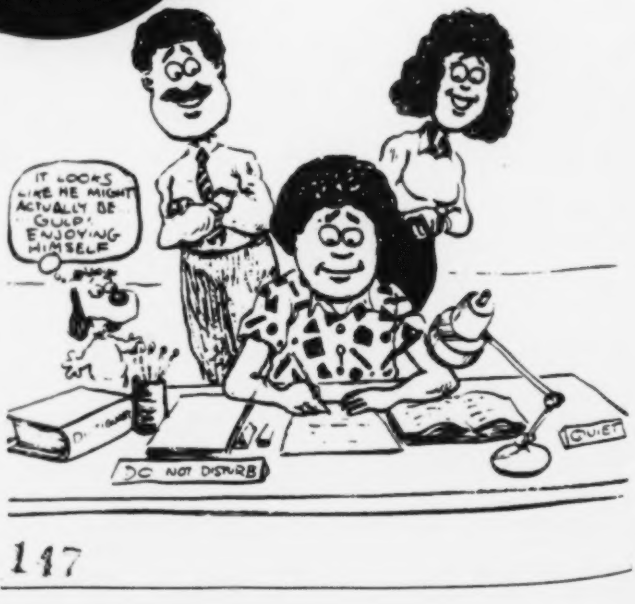
Whenever possible, keep the study area off limits to brothers and sisters during homework time.

PRAISE

HOMEWORK **WITHOUT** TEARS

Help your child choose a location at home in which homework will be done. Even if your child does most homework at another location after school, there still should be a place in the home in which he or she can study.

Remember that your child does not need a lot of space to do homework. The kitchen table or a corner of the living room are fine, as long as they are well-lit and quiet during homework time.


IT LOOKS LIKE HE MIGHT ACTUALLY BE GULP! ENJOYING HIMSELF
DO NOT DISTURB
QUIET

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SCHEDULE DAILY HOMEWORK TIME

HOMEWORK **WITH** TEARS

I'M SORRY DAD, BUT GROWING UP IS A FULL TIME JOB AND I JUST CAN'T FIT HOMEWORK INTO MY SCHEDULE.

Daily Homework Time is a pre-planned time set aside each day during which your child must do homework. During Daily Homework Time all other activities must stop; your child must go to his or her study area and get to work.

Tell your child that homework is to be done during a regularly scheduled Daily Homework Time.

Help your child determine the length of time needed each day for homework.

Have your child determine his or her scheduled after-school activities and responsibilities for the week and write them in the designated spaces on the Daily Schedule.

PRAISE

HOMEWORK **WITHOUT** TEARS

Encourage your child to identify his or her best personal time patterns for doing homework. (Example: right after school vs. right after dinner)

Tell your child to determine the best time period each day to be set aside for Daily Homework Time.

OH HI PAUL, LET ME SEE... I THINK I CAN PENCIL YOU IN AFTER HOMEWORK TOMORROW ABOUT 7PM... BUT PLEASE CALL TO CONFIRM.
DAILY SCHEDULE
LETS SEE SLEEP EAT CHASE CATS SLEEP
DAILY SCHEDULE

Have your child write the Daily Homework Times in the spaces shown on the Daily Schedule.

Check your child's completed Daily Schedule for accuracy. Make sure that the homework times chosen are appropriate.

Post the Daily Schedule in a prominent location. Encourage your child to stick to the schedule!

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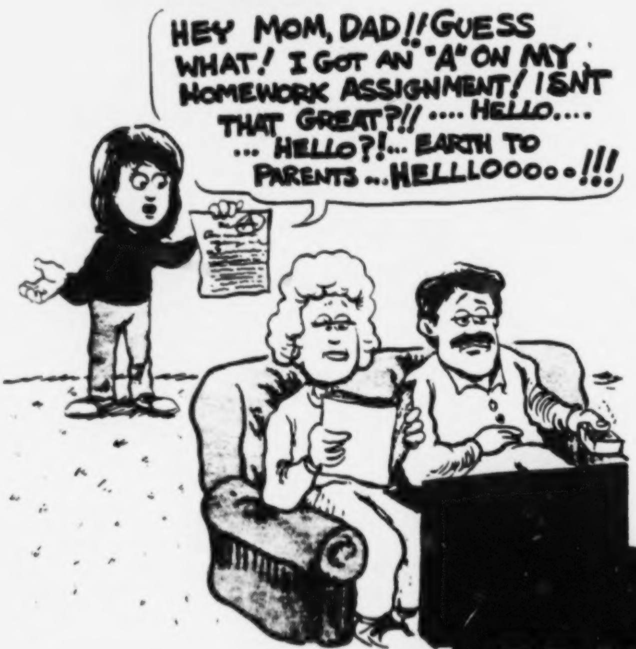
Parent Tip Sheet 7

MOTIVATE CHILDREN WITH PRAISE

HOMEWORK
WITH
TEARS

Children need encouragement and support from the people whose opinions they value the most—their parents. Your consistent praise can encourage your child to feel good about his or her ability *and* motivate your child to do his or her best work.


HEY MOM, DAD!! GUESS WHAT! I GOT AN "A" ON MY HOMEWORK ASSIGNMENT! ISN'T THAT GREAT?!! .... HELLO.... ... HELLO?!... EARTH TO PARENTS ... HELLLOOOo.!!!

Each night praise your child about some specific accomplishment. Say something positive about a specific goal your child has set. Example: "I really like how you're doing your homework on your own now."

PRAISE

HOMEWORK
WITHOUT
TEARS

Use
Super Praise
to motivate your child!

First, one parent praises the child: "I really appreciate how hard you're working to do your homework. You finished it all during Daily Homework Time and you did a great job. I want to make sure Dad hears about this when he gets home."

Second, this parent praises the child in front of the other parent: "Patty did a really fine job on her homework today. She started it without complaining, she stayed with it, and she did a super job on it."

Finally, the other parent praises the child: "I really feel proud of you, getting such a good report from Mom. You're really doing fine!"

If you're a single parent, you can use a grandparent, a neighbor, or a family friend as your partner in delivering Super Praise. Any adult whose approval your children will value can fill the role of the second person offering praise.

10
10
10
HOMEWORK

149

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APPENDIX T

15 WAYS TO HELP CHOLDREN LIKE THEMSELVES

SELF-ESTEEM

15 Ways to Help Children Like Themselves

1. Reward children. Give praise, recognition, a special privilege or increased responsibility for a job well done. Emphasize the good things they do, not the bad.

2. Take their ideas, emotions and feelings seriously. Don't belitt them by saying, "You'll grow out of it" or "It's not as bad as you think."

3. Define limits and rules clearly, and enforce them. But do allow leeway for your children within these limits.

4. Be a good role model. Let your children know that you feel good about yourself. Also let them see that you too can make mistakes and can learn from them.

5. Teach your children how to deal with time and money. Help them spend time wisely and budget their money carefully.

6. Have reasonable expectations for your children. Help them to set reachable goals so they can achieve success.

7. Help your children develop tolerance toward those with different values, backgrounds and norms. Point out other people's strength

8. Give your children responsibility. They will feel useful, and valued.

9. Be available. Give support when children need it.

10. Show them that what they do is important to you. Talk with them about their activities and interests. Go to their games, parents' day at school, drama presentations, awards ceremonies.

11. Express your values, but go beyond "do this" or "I want you to do that." Describe the experiences that determined your values, the decisions you made to accept certain beliefes, the reasons behind your feelings.

12. Spend time together. Share favorite activities.

13. Discuss problems without placing blame or commenting on a child's character. If children know that there is a problem but don't feel attacked, they are more likely to help look for a solution.

14. Use phrases that build self-esteem, such as "Thank you for helping" or "That was an excellent idea!" Avoid phrases that hurt self-esteem: "Why are you so stupid?"; "How many times have I told you?"

15. Show how much you care about them. Hug them. Tell them they are terrific and that you love them.

APPENDIX U

BELIEVE IT. ACHIEVE IT

Believe It, Achieve It

WHETHER YOU THINK YOU CAN OR CAN'T
YOU'RE PROBABLY RIGHT

IF YOU THINK YOU ARE BEATEN, YOU ARE;
IF YOU THINK YOU DARE NOT, YOU DON'T;
IF YOU'D LIKE TO WIN, BUT YOU THINK YOU CAN'T,
IT'S ALMOST CERTAIN YOU WON'T
IF YOU THINK YOU"LL LOSE, YOU'VE LOST;
FOR OUT IN THE WORLD YOU"LL FIND
SUCCESS BEGINS WITH A FELLOW'S WILL.
IT'S ALL IN THE MIND.
IF YOU THINK YOU ARE OUTCLASSED, YOU ARE;
YOU'VE GOT TO THINK HIGH TO RISE;
YOU'VE GOT TO BE SURE OF YOURSELF BEFORE
YOU CAN EVER WIN A PRIZE.
LIFE'S BATTLES DON'T ALWAYS GO
TO THE STRONGER OR FASTER MAN;
BUT SOONER OR LATER THE MAN WHO WINS
IS THE MAN WHO THINKS HE CAN.

APPENDIX V

PARENT INVITATION : FIRST MEETING

Tuskawilla Middle School
and
University Behavior Center

Cordially Invite you to
attend a Parent Meeting

Day: Tuesday
Date: Oct. 1, 1991
Time: 7:00P.M.-8:00P.M.
Location: Tuskawilla Middle School

Topic: How to help your child
succeed in school.
*Refreshments will be served!

R.S.V.P.

_____ Yes! I will attend
_____ No. I will be unable to attend

APPENDIX W

LETTER TO TEAM TEACHERS/WEEKLY ASSIGNMENT SHEET

APPENDIX W

LETTER TO TEAM TEACHERS

September 4.1991

Dear Chiefs of the Chippewa. Comanche. and Tequesta Tribes.

HOW ! ? !

In an effort to assist you with the warriors whose names are listed below. I would like to request weekly lesson plans so that I will know what is going on in their classes. Since the nature of the Resource class is tutorial-based. I can offer assistance in extending the classroom lesson either by allowing time for additional practice. tutoring skills. or studying for tests.

We want these warriors to succeed. so please help me to help them. I would also appreciate knowing if homework assignments are not being completed or if test grades are below expectation.

Sincerely,

Joyce Joseph

Joyce Joseph

APPENDIX W

WEEKLY ASSIGNMENT SHEET

TUSKAWILLA RESOURCE/TUTORIAL FORM

TO________________________ SUBJECT_____________ TEAM___ GR._

FOR________________________ WEEK OF _____________

CLASSWORK/HOMEWORK

MON.

____

TUES.

____

WED.

____

THURS.

____

FRI.

____

COMMENTS:

ATTITUDE: ACCEPTABLE _____
UNACCEPTABLE _____

ON TIME TO CLASS : YES______ NO_______

ASSIGN. PAST DUE ___________________________

TEST GRADES __________

QUIZ GRADES __________

APPENDIX X

WHAT DO YOU...

APPENDIX X

WHAT DO YOU...

WHAT DO YOU •••

KNOW YOU KNOW?	THINK YOU KNOW?	THINK YOU'LL LEARN?	KNOW YOU LEARNED?

APPENDIX Y

MY DECLARATION OF SELF-ESTEEM

My Declaration of Self-Esteem

I am me.

In all the world, there is no one else exactly like me. There are persons who have some parts like me, but no one adds up exactly like me. Therefore, everything that comes out of me is authentically mine because I alone chose it.

I own everything about me--my body, including everything it does; my mind, including all its thoughts and ideas; my eyes, including the images of all they behold; my feelings, whatever they may be--anger, joy, frustration, love, disappointment, excitement; my mouth, and all the words that come out of it, polite, sweet or rough, correct or incorrect; my voice, loud or soft; and all my actions, whether they be to others or to myself.

I own my fantasies, my dreams, my hopes, my fears.

I own all my triumphs and successes, all my failures and mistakes.

Because I own all of me, I can become intimately acquainted with me. By so doing I can love me and be friendly with me in all my parts. I can then make it possible for all of me to work in my best interests.

I know there are aspects about myself that puzzle me, and other aspects that I do not know. But as long as I am friendly and loving to myself, I can courageously and hopefully look for the solutions to the puzzles and for ways to find out more about me.

However I look and sound, whatever I say and do, and whatever I think and feel at a given moment in time is me. This is authentic and represents where I am at that moment in time.

When I review later how I looked and sounded, what I said and did, and how I thought and felt, some parts may turn out to be unfitting. I can discard that which is unfitting, and keep that which proved fitting, and invent something new for that which I discarded.

I can see, hear, feel, think, say, and do. I have the tools to survive, to be close to others, to be productive, and to make sense and order out of the world of people and things outside of me.

I own me, and therefore I can engineer me.

I am me and I am okay.

V. Satir, Peoplemaking. Palo Alto; Science & Behavior Books, Inc., 1972.

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APPENDIX Z

MENTORS' MEETING #2 AGENDA

T.M.S. PRO-TEAM
People Reaching OUT!

September 18, 1991

Dear Mentors,

We're off to a great start! By now each of you has met your protege. The students are very excited with their choice of mentors. They appreciate the idea of someone caring for them.

The purpose of the PRO-Team is to nurture a "bond" between you and your protege, where the students know someone will care if they skip classes, fail classes, don't show up, don't do homework, or need advice.

Characteristics of great mentors include:

- positive self-concept
- demonstrates warmth
- optimistic
- enthusiastic
- flexible
- spontaneous
- accepts students
- knowledgeable

Some of your mentoring sessions may turn into your listening to problems. If you believe that the situation is too much to handle or if you feel you'd rather not get involved, please be honest with your protege and suggest he/she go to guidance.

I have put together some ways which you may use in solving minor situations.

- Acknowledge the presence of your protege even if you are busy; make positive eye contact.
- Give protege your full attention, maintain eye contact if possible.
- Move to a quiet, private place.
- If your protege does not tell you the problem, but obviously has one, use a "sense" statement: "I sense you are troubled (angry, upset)...May I help?"
- Offer reassuring statements that show you are listening.
- Paraphrase what your protege has said. Be sure you understand what real message is being given. Try not to show shock or surprise.
- Don't offer solutions to the problem. Have your protege offer possible alternatives.
- Explore the consequences of each alternative with the student. Don't preach or profess your own values.
- Have your protege say what action he/she might take. Try to get him/her to commit to some trial solution.
- Arrange to meet or talk briefly the same day or the next day. This follow through will be important to your protege.

Joyce Joseph

APPENDIX AA

GUIDELINES FOR GOAL SETTING

86a

guidelines for goal-setting

Once a person has decided where he is, who he is, and where he wants to go, he has identified what success means to him. Now he needs to learn how to establish goals to carry him along the road to success. To set effective goals, it is important that one observe the following guidelines. A goal must be:

1. *Conceivable*
   You must be able to conceptualize the goal so that it is understandable and then be able to identify clearly what the first step or two would be.
2. *Believable*
   In addition to being consistent with your personal value system, you must believe you can reach the goal. This goes back to the need to have a positive, affirmative feeling about one's self. Bear in mind that few people can believe a goal that they have never seen achieved by someone else. This has serious implications for goal-setting in culturally deprived areas.
3. *Achievable*
   The goals you set must be accomplishable with your given strengths and abilities. For example, if you were a rather obese 45-year-old, it would be foolish for you to set the goal of running the four-minute mile in the next six months—that simply would not be achievable.
4. *Controllable*
   If your goal includes the involvement of anyone else, you should first obtain the permission of the other person or persons to be involved; or the goal may be stated as an invitation. For example, if your goal were to take your girlfriend to a movie on Saturday night, the goal would not be acceptable as stated because it involves the possibility that she might turn you down. However, if you said your goal was merely to invite your girlfriend to the movie, it would be acceptable.
5. *Measurable*
   Your goal must be stated so that it is measurable in time and quantity. For example, suppose your goal were to work on your term paper this week. You would specify your goal by saying, "I am going to write *twenty pages* by 3:00 P.M. next Monday." That way, the goal can be measured; and when Monday comes, you know whether or not you have achieved it.

APPENDIX BB

INVITATION TO MENTORS

6. *Desirable*
   Your goal should be something you really want to do. Whatever your ambition, it should be one that you want to fulfill, rather than something you feel you should do. We are well aware that there are many things in life a person has to do, but if he is to be highly motivated, he must commit a substantial percentage of his time to doing things he wants to do. In other words, there should be a balance in life, but the "want" factor is vital to changing style of being and living.

7. *Stated with No Alternative*
   You should set one goal at a time. Our research has shown that a person who says he wants to do one thing or another–giving himself an alternative–seldom gets beyond the "or." He does neither. This does not imply inflexibility. Flexibility in action implies an ability to be able to make a judgment that some action you are involved in is either inappropriate, unnecessary, or the result of a bad decision. Even though you may set out for one goal, you can stop at any time and drop it for a new one. But when you change, you again state your goal without an alternative.

8. *Growth-Facilitating*
   Your goal should never be destructive to yourself, to others, or to society. A student recently set a goal to break off fourteen car antennas before 9:00 A.M. the next day. The goal was certainly believable, achievable, measurable, and so forth. Obviously such a goal cannot be supported. If a student is seeking potentially destructive goals, an effort to encourage him to consider a different goal should be made.

These guidelines have been adapted from
Choose Success: How to Set and Achieve All Your Goals,
by Dr. Billy B. Sharp with Claire Cox
(New York: Hawthorn Books, 1970).

APPENDIX BB

INVITATION TO MENTORS

YOU ARE
INVITED

YOU ARE INVITED
TO ATTEND A SPECIAL LUNCHEON
IN YOUR HONOR
ON FRIDAY, SEPT. 27th.
AT 11:25 IN THE
MEDIA CENTER

R.S.V.P. by Wed. 9/25
to Mrs. Joseph

APPENDIX CC

DECISION-MAKING MODEL

APPENDIX CC

Decision-Making Model

Problem	Goal(s)

Alternatives	Pros ⊕ & Cons ⊖
	⊕
	⊖
	⊕
	⊖
	⊕
	⊖
	⊕
	⊖

Decision(s)	Reason(s)

APPENDIX DD

ADOPTION CERTIFICATE

APPENDIX DD

ADOPTION CERTIFICATE

This certificate is to signify that ____________
has been adopted by ______________
to serve as my Mentor on the
PRO-TEAM
This entitles the Protege to guidance.
support. and understanding

____

September 1991

APPENDIX EE

STUDENT MID COURSE EVALUATION

STUDENT MID COURSE EVALUATION

ANSWER QUESTIONS 1 THROUGH 5 BY MAKING A CHECK (V) IN THE APPROPRIATE COLUMN "A" means AGREE: "D" means DISAGREE:"S" means SOMETIMES

	"A"	"D"	"S"
1) The resource class has helped me feel more confident in reading.			
2) The mentors program should be kept as part of this class.			
3) I have noticed that my parents are taking more of an active interest in my education.			
4) Resource class has helped me get along better with my friends, teachers, and parents.			
5) If I could stay in this class for the entire year. I would be willing to make that commitment.			

ANSWER THESE QUESTIONS ON THE LINES PROVIDED.

What do you like about the Resource class?

What are some changes you would like in the program?

APPENDIX FF

PARENT MID COURSE EVALUATION

APPENDIX FF

MID COURSE EVALUATION

Dear Parents/ Guardians,

It is hard to believe that six weeks have passed since the beginning of this school year. In an effort to continue helping your son/daughter in the resource class, I would like you to spend a few minutes to answer these few questions. Please have your child bring this paper to school within the next two days.

ANSWER QUESTIONS 1-8 BY MAKING A CHECK (V) IN THE APPROPRIATE COLUMN: "A" means AGREE; "D" means DISAGREE; "S" means SOMETIMES.

	"A"	"D"	"S"
1) Your son/daughter seems more receptive about you helping with their homework?			
2) You have noticed a positive change in his/her attitude toward school?			
3) Your son/daughter spends at least one hour, Monday through Thursday, on homework?			
4) If you have a problem with your son/daughter, you feel you could contact school personnel for help?			
5) Your son/daughter is getting			

	"A"	"D"	"S"
at least eight hours of sleep on school nights?			
6) Your son/daughter is eating breakfast before coming to school?			
7) The parent meeting you attended last week gave you useful information about how to help your child succeed in school?			
8) Because of the parent/teacher conference at the beginning of the Resource Program, I understand the goals of the program?			

****

PLEASE ANSWER THE QUESTIONS ON THE LINES PROVIDED.

What do you like about the Resource Program?

____

____

What are some changes you would like in the Program?

____

____

THANK YOU FOR YOUR CONTINUED SUPPORT!

Sincerely,
Mrs. Joyce Joseph
Mrs. Joyce Joseph

APPENDIX GG

MENTOR MID COURSE EVALUATION

APPENDIX GG

MENTOR'S MID COURSE EVALUATION

ANSWER QUESTIONS 1 - 3 BY MAKING A CHECK (V) IN THE APPROPRIATE COLUMN: "A" means AGREE: "D" means DISAGREE: "S" means SOMETIMES.

	"A"	"D"	"S"
1) The bonding process with my protege has been a positive experience.			
2) I look forward to meetings with my protege.			
3) I believe I have made a positive difference in my proteges attitude.			

ANSWER THESE QUESTIONS ON THE LINES PROVIDED

What do you like about being a mentor?

____

____

What are some activities you and your protege have enjoyed?

____

____

What are some changes you would like to add to the program?

____

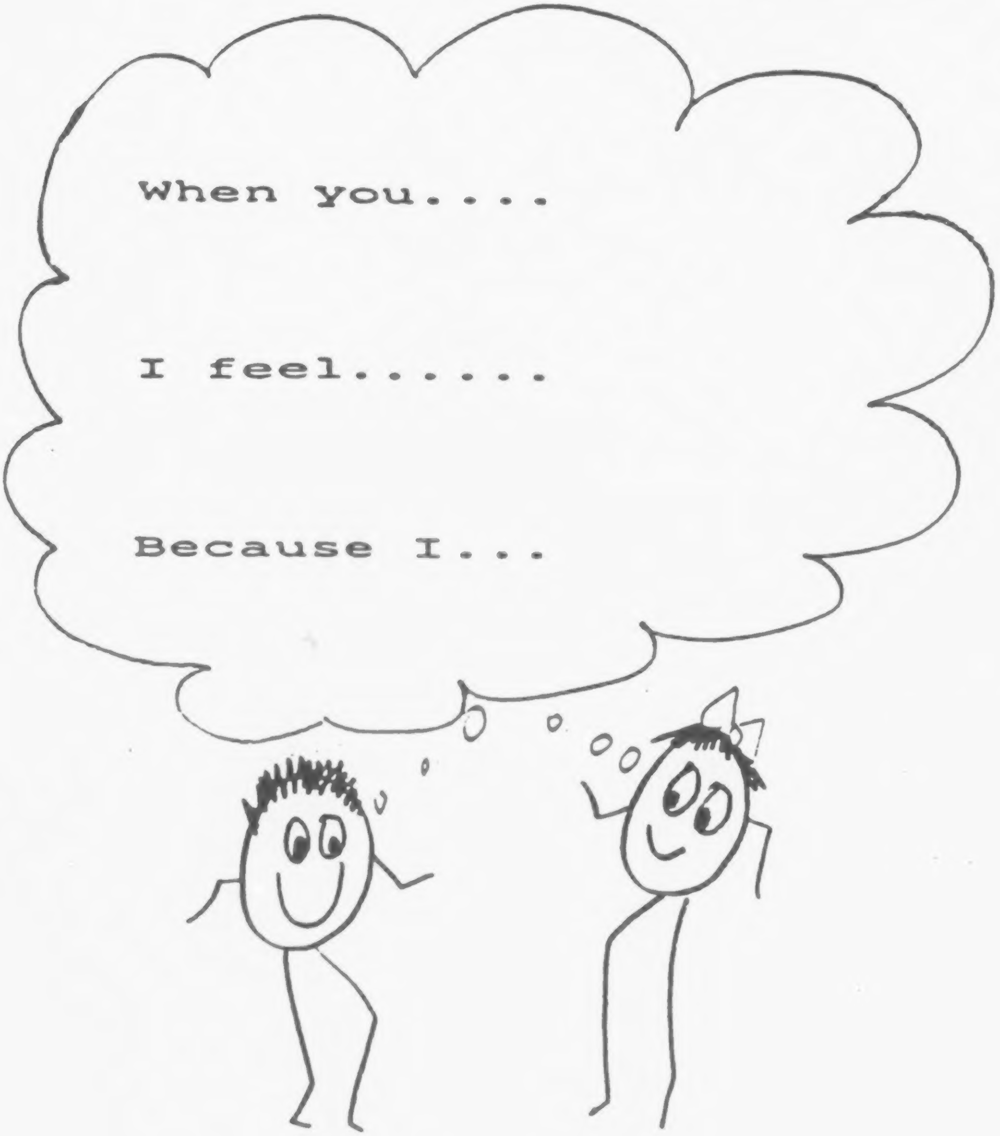
____

THANKS FOR TAKING THE TIME TO CARE!

APPENDIX HH

"I FEEL" STATEMENT

"I FEEL" statements


When you....
I feel......
Because I...

APPENDIX II

SELF-CONTROL

Self-Control

Complete the following statements:

1. When I get angry at my teacher, I ______________________________

____.

2. When I am picked on by others, I ______________________________

____.

3. When I can't have my own way, I ______________________________

____.

4. When I'm bored, I ______________________________

____.

5. When I am punished, I ______________________________

____.

6. When I am nervous, I ______________________________

____.

7. When I can't go out with my friends, I ______________________________

____.

8. When I fail at something, I ______________________________

____.

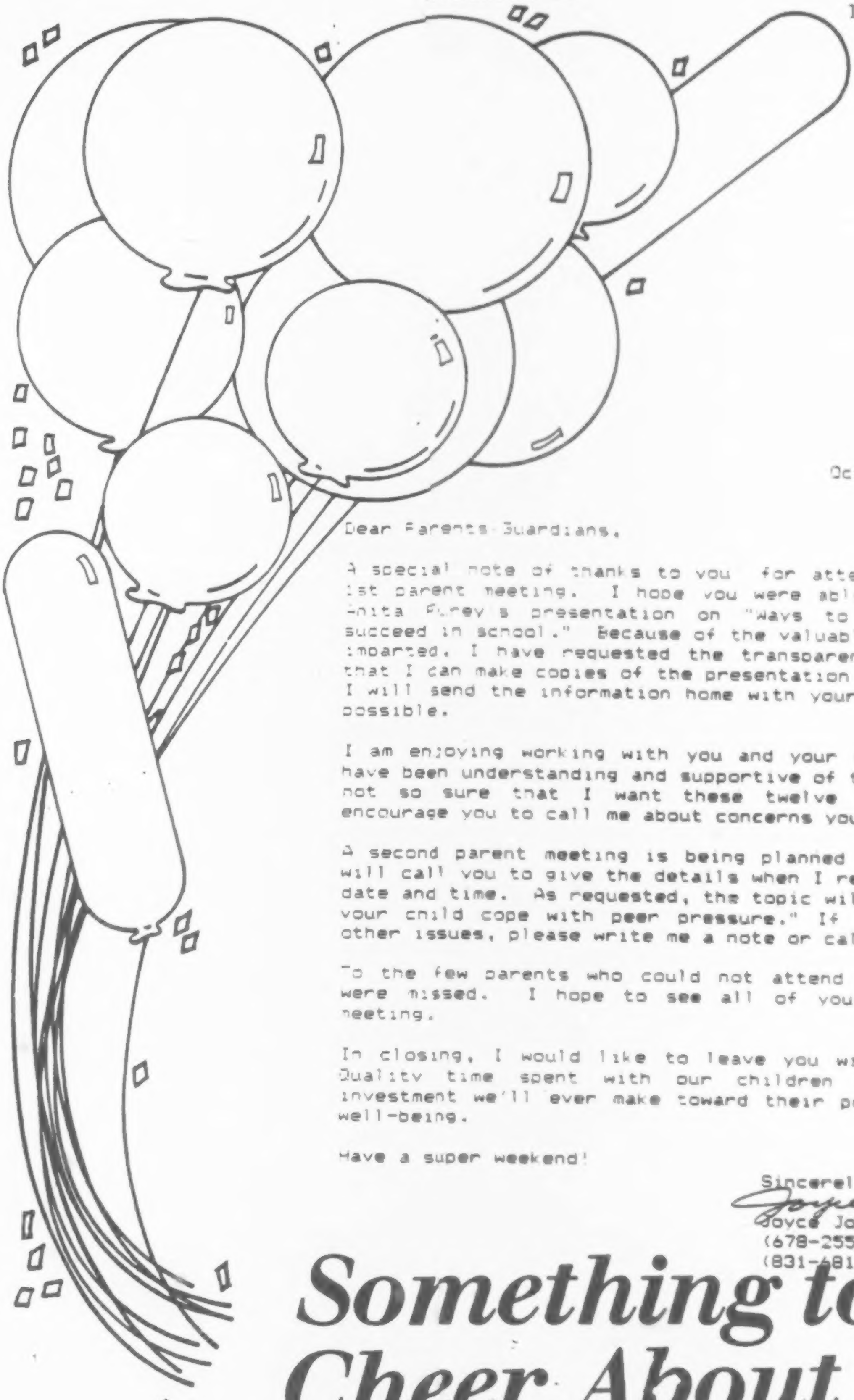
9. When my friends make me mad, I ______________________________

____.

APPENDIX JJ

SOMETHING TO CHEER ABOUT

APPENDIX JJ



October 4, 1991

Dear Parents/Guardians,

A special note of thanks to you for attending the Octo 1st parent meeting. I hope you were able to benefit fr Anita Furey's presentation on "Ways to help your ch succeed in school." Because of the valuable information s imparted, I have requested the transparencies she used that I can make copies of the presentation available to I will send the information home with your child as soon possible.

I am enjoying working with you and your child because y have been understanding and supportive of the program. I not so sure that I want these twelve weeks to end. encourage you to call me about concerns you might have.

A second parent meeting is being planned for November. will call you to give the details when I receive a confirm date and time. As requested, the topic will be "How to he your child cope with peer pressure." If you can think other issues, please write me a note or call.

To the few parents who could not attend the meeting, were missed. I hope to see all of you at the Novemb meeting.

In closing, I would like to leave you with this thought Quality time spent with our children is the greate investment we'll ever make toward their present and futur well-being.

Have a super weekend!

Sincerely,
Joyce Joseph
Joyce Joseph
(678-2552-w)
(831-4819-h)

Something to Cheer About

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APPENDIX KK

PROBLEM SOLVING SKILLS

Problem Solving Skills

Identify the Problem:

1. What is the problem? Is it yours?

2. How do you feel about the problem?

3. How did you get in this situation?

Choices and Consequences:

1. What can you do to solve the problem?

   List the choices:

2. What are the consequences of each choice:

Decision Making

1. Pick the best solution and why you chose it?

APPENDIX LL

A THREE-STEP PROCESS FOR SAYING "NO"

Directions: Sometimes we get into trouble because we don't ask the right questions. When someone encourages you to do something that you think might end up causing a problem for you, use this three-step process.

A-S-K: A Three-step Process for Saying "No"

A — Ask questions

Ask questions so you know what you're getting into. Decide if the situation could lead to trouble. "Trouble" might mean that it's illegal, dishonest, unhealthy, or dangerous. Watch out for anything that would get you in trouble with the law, your school, your parents, or yourself (because you'd feel bad about having done it).

S — Say "No"

Say "No" if it's wrong or will get you in trouble and give a reason (if you want to).

K — Know alternatives

Know some positive alternatives. Suggest one of them. If the person doesn't accept it, leave. You can still be friends. She/he might even change her/his mind and join you later.

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unit 4 9-10

Name:

Date:

Worksheet

Directions: Find an opportunity to use the A-S-K process during the week and record what happened.

A-S-K: A Three-step Process for Saying "No"

1. Describe the situation in which you used the A-S-K process. Include where you were, whom you were with, who else was there, what the person said, and any other important details. Do not identify people by name.

2. Describe what happened as you used the three steps.

What the other person said first that you thought might lead to trouble:

What you said for "A — Ask questions":

What the other person said:

What you said for "S — Say 'No'":

What the other person said (if anything):

What you said for "K — Know alternatives":

3. How did you feel about the outcome?

4. What, if anything, would you do differently next time?

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APPENDIX MM

PARENT INVITATION FOR SECOND MEETING

APPENDIX MM

TUSKAWILLA MIDDLE SCHOOL
AND
UNIVERSITY BEHAVIOR CENTER

INVITE YOU

PARENT MEETING
TUESDAY, NOV. 5. 1991
7:00 pm - 8:00 pm
TUSKAWILLA MIDDLE SCHOOL CAFETERIA
TOPIC : PEER PRESSURE

**REFRESHMENTS
WILL BE SERVED !**

(Please return RSVP portion)

R. S. V. P.
___ YES! I WILL ATTEND.
___NO. I WILL NOT BE ABLE TO ATTEND.

APPENDIX NN

MENTORS' MEETING #6 AGENDA

T.M.S. PRO-TEAM
People Reaching OUT!

MEETING #6

October 30, 1991

Dear Mentors,

You are nearing the finish line of this mentoring pilot project. You have continued to make a positive difference by the ways you have encouraged, supported and guided your proteges. With only two weeks left for this group to remain in the resource class, you have given these students a chance to feel "comfortable and wanted" at school. The fact that not one of them has had in-school or out-of-school suspension and only two have been referred to the office for minor infractions of school policy is truly a victory! This victory is to be shared by both you and your proteges.

In my research on at-risk students, the following problem areas that affect learning were repeatedly discussed: poor attendance, negative attitudes, low levels of aspiration,delinquency and rebellion against authority, negative self-image, lack of self-confidence, difficulty with manual dexterity, and differences in learning styles.

Perhaps for the next two meetings with your proteges, you can talk about ways they can be successful at school with teachers and friends and at home with parents.

As the proteges are mainstreamed into P.E. and Exploratory, they will no longer have "mentoring days" to look forward to; however, no one can take away the "special" bond you have created. My hope is that both you and your proteges will continue your friendships.

I truly appreciate the time and effort you have given in making this program a success for your proteges.

Sincerely,
Joyce Joseph
Joyce Joseph

Most human activity requires cooperation.

IT'S A

PEOPLE-
HELP-
PEOPLE

WORLD!

APPENDIX OO

FINAL RESOURCE EVALUATION

T.M.S. PRO-TEAM

people Reaching OUT!

PARENT QUESTIONNAIRE

Name ______________________

Dear Parents/Guardians,

Please read the statements below and respond by placing a check (v) mark nearest the response that best describes the situation.

1. There is open communication between home and school about the Resource/Tutorial class.
   - A. All of the time
   - B. Most of the time
   - C. Some of the time
   - D. Hardly ever
   - E. Never

2. I would like the teacher to contact me about my son's/daughter's progress either by phone call, letter, or conference.
   - A. All of the time
   - B. Most of the time
   - C. Some of the time
   - D. Hardly ever
   - E. Never

3. I help my son/daughter with homework.
   - A. All of the time
   - B. Most of the time
   - C. Some of the time
   - D. Hardly ever
   - E. Never

4. Homework is the responsibility of the school.
   - A. All of the time
   - B. Most of the time
   - C. Some of the time
   - D. Hardly ever
   - E. Never

5. I talk to my son/daughter about his/her schoolwork.
   - A. All of the time (Everyday)
   - B. Most of the time (Every other day)
   - C. Some of the time (Once a week)
   - D. Hardly ever (Only when report card comes home)

6. I check my son's/daughter's folders to see his/her schoolwork.
   - A. All of the time
   - B. Most of the time
   - C. Some of the time
   - D. Hardly ever
   - E. Never

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7. I would attend evening meetings at school to learn more about how to help my son/daughter succeed in school.

A. All of the time
B. Most of the time
C. Some of the time
D. Hardly ever
E. Never

8. When I have a problem with my son/daughter, I feel I could contact school personnel for help.

A. All of the time
B. Most of the time
C. Some of the time
D. Hardly ever
E. Never

9. My son/daughter sleeps at least eight hours on school nights.

A. All of the time
B. Most of the time
C. Some of the time
D. Hardly ever
E. Never

10. My son/daughter eats breakfast before coming to school.

A. All of the time
B. Most of the time
C. Some of the time
D. Hardly ever
E. Never

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T.M.S. PRO-TEAM

People Reaching OUT!

FINAL RESOURCE EVALUATION

Dear Parents/Guardians,

As the twelve-week resource program is coming to an end, I will, once again, ask for your help. In order to evaluate the effectiveness of this program, please respond to the same survey questions you answered at the beginning of the program (see next page).

In addition, I would appreciate your responses to the following:

My attitude toward the resource program has improved because of the emphasis on parent involvement?

YES _____ NO _____ MAYBE _____

Do you believe your child benefited from this twelve-week program?

YES _____ NO _____ MAYBE _____

What are some positive changes you've noticed in your child's self-esteem?

____

____

If it were possible, would you like your child to remain in the resource program (check one)

For 6 more weeks_______
For entire year________
No longer ____________

When you have finished answering these questions and the parent questionnaire, please send them back to school with your child. Thank you for your help. If I can further assist you or your son/daughter, do not hesitate to call school (678-2552) or home (831-6819).

Sincerely,

Joyce Joseph

Joyce Joseph

APPENDIX PP

FINAL EVALUATION FOR MENTORS

APPENDIX PP

T.M.S. PRO-TEAM
people Reaching OUT!

FINAL EVALUATION FOR MENTORS

IN AN EFFORT TO EVALUATE THE EFFECTIVENESS OF THE MENTOR'S PROGRAM, PLEASE RESPOND TO THE FOLLOWING QUESTIONS.

1) I would be a mentor again?

YES _____ NO _____ MAYBE _____

2) The mentor program was successful?

YES _____ NO _____ MAYBE _____

3) My protege seemed to benefit form the program?

YES _____ NO _____ MAYBE _____

4) Would you be willing to continue your mentorship after the twelve-week program has ended?

YES _____ NO _____ MAYBE _____

5) What are some changes you would like to see in the program?

____

____

6) What were the most successful activities you did with your protege?

____

____

THANK YOU FOR TAKING THE TIME TO ANSWER THESE QUESTIONS.

J. JOSEPH

APPENDIX QQ

THANK YOU LETTER TO MENTORS

APPENDIX QQ

T.M.S. PRO-TEAM
People Reaching OUT!

THANK YOU LETTER TO MENTORS

Dear Mentors.

You have been a super, enthusiastic group of people to work with! I commend you for the time and effort you have dedicated to your proteges in making this project a success. Friendships which have developed because you have taken the time to care, will leave lasting memories with each of your proteges. When they reminisce about their middle school years, they will remember their "mentor" was a special friend. They will long remember the quiet talks, the short walks around school, the special cards, pizza and Burger King lunches, and all the other special activities you have shared. They might even remember your name! But another thing is for certain, they will remember their "mentor" took the time to listen and to care about them! YOU HAVE MADE A DIFFERENCE!

Sincerely,

Joyce Joseph

Joyce Joseph

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APPENDIX RR

PRE AND POST RESULTS OF PIERS-HARRIS CHILDREN'S SELF-CONCEPT SCALE

APPENDIX RR

PRE AND POST TEST RESULTS OF PIERS-HARRIS CHILDREN'S SELF-CONCEPT SCALE

		PRETEST		POST TEST	
		RS	STA	RS	STA
	1	55	5	71	8
	2	73	8	75	9+
S	3	50	5	52	5
	4	66	7	69	8
T	5	67	7	73	8
	6	56	5	65	7
U	7	73	8	75	9+
	8	63	6	64	7
D	9	63	6	64	7
	10	60	6	66	7
E	11	41	3	65	7
	12	30	2	50	5
N	13	43	4	50	5
	14	46	4	53	5
T	15	21	2	51	5
	16	30	2	54	5
S	17	24	1	29	2
	18	44	4	49	4
	19	30	2	24	1

RS= RAW SCORE STA=STANINE

Students 1 through 16 achieved a score of 50 or higher on the post test; students 17 and 18 showed improvement but did not attain a score of 50; student 19's scores were invalid due to health problems.

APPENDIX SS

PRE AND POST RESULTS OF GATES-MACGINITIE STANDARDIZED READING TEST

APPENDIX SS

PRE AND POST RESULTS OF GATES-MACGINITIE STANDARDIZED READING TEST

		RS	GE	ST	%	NCE
STUDENT #1	pre	16	4.2	2	9	22
	pst	23	6.1	4	27	37
STUDENT #2	pre	3	Bel. 3.0	1	-	-
	pst	22	5.9	4	24	35
STUDENT #3	pre	8	Bel. 3.0	1	-	-
	pst	27	7.3	5	41	45
STUDENT #4	pre	8	Bel. 3.0	1	-	-
	pst	13	3.3	2	5	15
STUDENT #5	pre	31	8.8	5	56	53
	pst	33	9.7	6	65	58
STUDENT #6	pre	10	Bel. 3.0	1	-	5
	pst	23	6.1	4	27	37
STUDENT #7	pre	31	8.8	5	56	53
	pst	38	12.7	7+	86	73
STUDENT #8	pre	16	4.2	2	9	22
	pst	23	6.1	4	27	37
STUDENT #9	pre	13	3.3	2	5	15
	pst	18	4.7	3	14	27
STUDENT #10	pre	5	Bel. 3.0	1	-	-
	pst	34	10.2	6	70	61
STUDENT #11	pre	17	4.4	3	12	25
	pst	26	7.0	4+	37	43
STUDENT #12	pre	22	5.9	3	24	35
	pst	32	9.2	5	59	55
STUDENT #13	pre	34	10.2	6	70	61
	pst	36	11.4	7	79	67
STUDENT #14	pre	21	5.6	3	21	33
	pst	32	9.2	5	59	55
STUDENT #15	pre	25	6.7	4	33	41
	pst	35	10.7	6	73	63
STUDENT #16	pre	22	5.9	4	24	35
	pst	27	7.3	5	41	45
STUDENT #17	pre	33	9.7	6	65	58
	pst	38	12.7	7+	86	73
STUDENT #18	pre	20	5.3	3	18	31
	pst	27	7.3	5	41	45
STUDENT #19	pre	25	6.7	4	33	41
	pst	26	7.0	4+	37	43

RS= Raw Score: GE= Grade Equivalent: ST= Stanine: % Percentile:
NCE= Normal Curve Equivalent .

APPENDIX TT

PRE AND POST RESULTS OF PARENT QUESTIONNAIRE

APPENDIX TT

PRE AND POST

RESULTS OF PARENT QUESTIONNAIRE

Item	Responses									
	A		B		C		D		E	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
1	16	68	26	21	16	11	26	0	16	0
2	73	74	11	15	11	11	5	0	0	0
3	11	16	31	47	21	26	26	11	11	0
4	11	0	21	26	16	11	5	0	47	63
5	52	79	21	16	16	5	11	0	0	0
6	11	37	26	26	47	21	16	16	0	0
7	26	63	53	16	5	16	11	5	5	0
8	31	58	42	21	11	21	5	0	11	0
9	37	53	21	37	11	5	26	5	5	0
10	27	47	21	32	26	21	21	0	5	0

Ideal answers were those marked "A" except for item 4 which was marked "E".

APPENDIX UU

ACADEMIC GRADES OF 4TH NINE WEEKS OF SEVENTH GRADE COMPARED TO 1ST NINE WEEKS OF EIGHTH GRADE

APPENDIX UU

ACADEMIC GRADES OF 4th NINE WEEKS OF SEVENTH GRADE COMPARED TO 1st NINE WEEKS OF EIGHTH GRADE

	SUBJECT	4TH	1ST
STUDENT #1	ENGLISH	*F	D
	MATH	*C	F
	SCIENCE	F	D
	SOC. ST.	F	C
STUDENT #2	ENGLISH	F	D
	MATH	D	D
	SCIENCE	D	D
	SOC. ST.	F	D
STUDENT #3	ESOL	F	C
	MATH	F	C
	SCIENCE	F	D
	ENGLISH	F	C
STUDENT #4	ENGLISH	*B	F
	MATH	D	C
	SCIENCE	F	C
	SOC. ST.	D	D
STUDENT #5	ENGLISH	D	B
	MATH	D	B
	SCIENCE	C	B
	SOC. ST.	C	B
STUDENT #6	ENGLISH	*D	D
	MATH	*B	D
	SCIENCE	C	D
	SOC. ST.	D	D
STUDENT #7	ENGLISH	C	B
	MATH	F	C
	SCIENCE	C	B
	SOC. ST.	C	B
STUDENT #8	ENGLISH	F	D
	MATH	D	C
	SCIENCE	D	F
	SOC. ST.	F	C
STUDENT #9	ENGLISH	*C	C
	MATH	C	C
	SCIENCE	B	D
	SOC. ST.	D	C
STUDENT #10	ENGLISH	F	C
	MATH	D	B
	SCIENCE	B	C
	SOC. ST.	C	C
STUDENT #11	ENGLISH	F	D
	MATH	*D	C
	SCIENCE	C	F
	SOC. ST.	D	D
STUDENT #12	ENGLISH	C	B
	MATH	C	C
	SCIENCE	C	B
	SOC. ST.	C	B
STUDENT #13	ENGLISH	F	F
	MATH	F	A
	SCIENCE	F	D
	SOC. ST.	F	C
STUDENT #14	ENGLISH	*B	D
	MATH	C	D
	SCIENCE	D	C
	SOC. ST.	D	C
STUDENT #15	ENGLISH	B	F
	MATH	D	A
	SCIENCE	A	F
	SOC. ST.	B	D
STUDENT #16	ENGLISH	*C	D
	MATH	D	F
	SCIENCE	F	D
	SOC. ST.	F	D
STUDENT #17	ENGLISH	F	C
	MATH	D	C
	SCIENCE	C	D
	SOC. ST.	F	D
STUDENT #18	ENGLISH	*C	C
	MATH	*D	F
	SCIENCE	F	C
	SOC. ST.	F	D
STUDENT #19	ENGLISH	F	F
	MATH	F	D
	SCIENCE	F	F
	SOC. ST.	[illegible]	[illegible]

* REMEDIAL CLASS IN SEVENTH GRADE BUT MAINSTREAMED IN EIGHTH GRADE

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